

Influence of Digipreneurship Skills Acquisition on Students' Business Idea Generation in Nigerian Higher Institutions

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Abstract: This study investigates the Influence of Digipreneurship Skills Acquisition on Students' Business Idea Generation in Nigerian Higher Institutions. It employs a descriptive survey design to assess the extent of digital entrepreneurship skills acquired by students and the perceived impact of these skills on their ability to generate viable business ideas. A total population of 12,500 students enrolled in entrepreneurship-related programs across six federal universities in South-West Nigeria are considered. A sample of 374 students has been collected using Cochran's formula and a stratified random sampling technique through a structured questionnaire, validated by experts and pilot-tested for reliability. Students have been found to acquire digipreneurship skills at a high extent, particularly in productivity tools, content creation, and e-commerce knowledge. Furthermore, students have perceived digital skills especially productivity and planning tools as impactful in enhancing their ability to generate business ideas. No significant difference has been found in digipreneurship skill acquisition based on gender or institutional type. The study concludes that Nigerian higher institutions are making commendable efforts in equipping students with relevant digital entrepreneurial competencies. It recommends strengthening digital entrepreneurship curricula, investing in digital infrastructure, fostering industry partnerships, and supporting inclusive and innovation-driven learning environments.

Keywords: *Digipreneurship; Digital Skills; Business Idea Generation; Higher Education; Entrepreneurship Education*

Introduction: In today's digital era, the fusion of technology and entrepreneurship termed digipreneurship has revolutionized the landscape of business ideation and execution. Digipreneurship involves leveraging digital tools and platforms to identify, create, and manage business ventures. Higher education institutions play a pivotal role in equipping students with these digital entrepreneurial skills, fostering innovation and adaptability in a rapidly evolving economic landscape. Recent studies underscore the significance of digital skills in enhancing students' entrepreneurial intentions and capabilities. For instance, [1] found that business education undergraduates in Nigeria possess moderate levels of entrepreneurial digital skills and knowledge, which they actively apply in various entrepreneurial activities. Similarly, [2] highlighted that digitalization significantly influences the acquisition of entrepreneurial and managerial skills among business education students in South East Nigeria. These findings suggest that integrating digital skill acquisition into higher education curricula can substantially impact students' ability to generate viable business ideas.

Despite the recognized importance of digital skills in entrepreneurship, there remains a significant gap in digital competencies among Nigerian youths. A recent survey by [3] revealed that over 100 million young Nigerians lack essential digital skills necessary for gainful employment and entrepreneurial ventures. This deficiency is largely attributed to outdated academic curricula and insufficient exposure to practical digital tools in higher education institutions [1,2]. The same survey indicated that out of 100 National Youth Service Corps (NYSC) members assessed, only 19 possessed any form of digital skill, primarily limited to basic applications like Microsoft Excel [3]. This alarming digital illiteracy trend underscores the urgent need for educational reform that prioritizes digital literacy as a core component of business education in Nigeria.

In response to the digital skills deficit, several initiatives have emerged across Nigeria to bridge this gap and empower youths. For instance, the Lagos State Government launched the Eko Digital Skills Initiative in 2024, which aims to train over 5,000 youths in key digital competencies by 2030 [4]. This program emphasizes critical thinking, creativity, and digital problem-solving skills considered essential for thriving in a digital entrepreneurial ecosystem [5,6]. In a complementary effort, the National Information Technology Development Agency (NITDA) rolled out the Digital States Initiative, targeting the training of 20,000 Nigerians in foundational digital skills across the country [7]. These government-led interventions highlight a growing recognition of the role of digipreneurship in youth empowerment and national economic transformation.

Moreover, the integration of digital skills into entrepreneurship education has shown promising results in enhancing students' business idea generation. [5] emphasized that digital entrepreneurship education significantly influences vocational students' entrepreneurial intentions, mediated by their digital entrepreneurial knowledge and skills. Additionally, [6] found that digital skills positively correlate with entrepreneurial behaviors among business education postgraduate students in South-South Nigeria. These findings suggest that equipping students with digital competencies not only enhances their employability but also fosters innovation and creativity in business ideation.

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Despite these efforts, substantial challenges remain in fully embedding digipreneurship into higher education curricula. A significant number of tertiary institutions still adhere to traditional pedagogies that fail to accommodate the dynamic nature of the digital economy [1,2,6]. Compounding this issue is the limited access to digital infrastructure, such as reliable internet and up-to-date computing facilities, which inhibits effective teaching and learning of digital entrepreneurship [3]. These structural constraints demand a collaborative response from policymakers, academic leaders, and industry stakeholders to revamp curricula, invest in technological infrastructure, and promote experiential learning environments conducive to digital business ideation.

Furthermore, the integration of digital skills into entrepreneurship education has shown promising results in enhancing students' business idea generation. [5] emphasized that digital entrepreneurship education significantly influences vocational students' entrepreneurial intentions, mediated by their digital entrepreneurial knowledge and skills. Additionally, [6] found that digital skills positively correlate with entrepreneurial behaviors among business education postgraduate students in South-South Nigeria. These findings suggest that equipping students with digital competencies not only enhances their employability but also fosters innovation and creativity in business ideation.

To fully realize the potential of digipreneurship in higher education, institutions must prioritize capacity-building efforts that include faculty training, partnerships with tech firms, and curriculum modernization. According to [5], a well-structured digital entrepreneurship education framework significantly enhances students' entrepreneurial intentions through the development of critical digital skills. Similarly, [1] noted that practical engagement with digital tools boosts students' confidence and creativity in formulating business ideas. The future of entrepreneurship education in Nigeria, therefore, lies in creating ecosystems that are digitally enabled, innovation-driven, and inclusive of real-world applications [6].

Statement of the Problem: The pervasive digital skills gap among Nigerian graduates poses a significant challenge to their employability and entrepreneurial potential. A recent survey revealed that approximately 85% of Nigerian graduates lack essential digital competencies, rendering them ill-prepared for the demands of the modern workforce [3]. This deficiency is particularly alarming given the increasing digitization of global economies, where proficiency in digital tools and platforms is no longer optional but a prerequisite for meaningful participation [8]. The lack of digital skills among graduates not only hampers their job prospects but also limits their capacity to engage in digital entrepreneurship, a vital avenue for economic growth and self-reliance in Nigeria [9].

The root causes of this digital skills deficit can be traced to systemic issues within Nigeria's educational framework. [2] highlighted that the curricula in many Nigerian universities have not evolved to incorporate contemporary digital competencies, leaving students ill-equipped for the digital economy. Furthermore, [9] emphasized the absence of a structured framework for digital skills acquisition in business education programs, which is crucial for preparing students for global competitiveness. This curricular inadequacy is compounded by a lack of training and retraining opportunities for lecturers, as noted by [10], who found that many educators themselves lack the necessary digital proficiency to effectively impart these skills to students. Addressing this multifaceted problem requires a concerted effort to revamp the educational system and prioritize digital literacy. [8] advocated for the integration of digital skills training into business education curricula to foster self-reliance and sustainable economic development. Additionally, initiatives like the Digital Bridge Institute's Global Certification and Training Programme aim to bridge the digital skills gap by providing globally recognized certifications in key digital fields [3]. However, for such programs to be effective, there must be a systemic overhaul that includes updating curricula, investing in digital infrastructure, and ensuring that educators are adequately trained [10].

Objectives of the Study: The major objective of this study is to examine the influence of digipreneurship skills acquisition on students' business idea generation in Nigerian higher institutions. Specifically, the study seeks to;

1. examine the extent to which students in Nigerian higher institutions acquire digipreneurship skills.
2. identify the specific digital skills that most significantly impact business idea generation among students in Nigerian higher institutions.

Research Questions: The following research questions are raised based on the purposes to guide the study;

1. What is the current level of digipreneurship skills acquisition among students in Nigerian higher institutions?
2. Which specific digital skills are most impactful in enhancing students' ability to generate business ideas in Nigerian higher institutions?

Research Hypotheses: The following null hypotheses are formulated and will be tested at 0.05 level of significance.

H_0^1 : There is no significant difference between the mean ratings of male and female student on the level of digipreneurship skills acquisition in Nigerian higher institutions.

H_0^2 : There is no significant difference in the mean ratings of respondents in public and private tertiary institutions on the specific digital skills that are most impactful in enhancing students' ability to generate business ideas in Nigerian higher institutions.

The Conceptual Clarification of Digipreneurship and Business Idea Generation: Digipreneurship is an emerging concept that merges digital technology with entrepreneurship, enabling individuals to launch and manage business ventures using digital tools and platforms. It encompasses various entrepreneurial activities conducted through or supported by digital technologies such as mobile apps, social media, cloud computing, artificial intelligence, and online marketplaces [11]. Unlike traditional

entrepreneurship, which may require physical infrastructure and face-to-face transactions, digipreneurship thrives on innovation, accessibility, and digital connectivity. In today's global economy, digital entrepreneurship has become not just a trend but a necessity, particularly in developing countries where digital transformation is rapidly reshaping business environments [12,13].

The scope of digipreneurship has expanded significantly due to the proliferation of internet access, mobile devices, and digital platforms. Its evolution is closely tied to the digital economy, which offers new avenues for value creation through the digitization of products and services. Students, especially in higher institutions, now explore opportunities in blogging, e-commerce, affiliate marketing, mobile app development, and digital content creation as part of their entrepreneurial pursuits [5]. The flexibility and scalability associated with digital platforms make digipreneurship attractive to the youth, enabling them to test, validate, and scale their business ideas with relatively low capital investment [6,8].

Several digital skills are foundational to successful digipreneurship. These include but are not limited to digital marketing, website and mobile app development, SEO, data analytics, digital financial literacy, and cloud-based project management [14]. Students who acquire these skills can conceptualize, create, promote, and manage digital ventures across multiple platforms. Social media platforms such as Instagram, TikTok, and LinkedIn have also become essential tools for brand building, customer engagement, and market research. These technologies offer real-time feedback, allowing student entrepreneurs to adjust their business strategies promptly and efficiently [13].

In Nigeria, digipreneurship is gaining traction in the educational sector as institutions recognize the need to prepare students for the digital economy. However, the adoption of digital entrepreneurship education remains uneven. According to [2], only a few Nigerian universities have integrated comprehensive digital skill training into their entrepreneurship development curricula. Some institutions rely heavily on theoretical instruction, limiting practical exposure to digital tools and platforms. [10] argued that without robust ICT infrastructure, qualified instructors, and industry linkages, students may find it difficult to translate classroom learning into real-world digital ventures.

Business idea generation is the process through which individuals identify opportunities and develop creative and innovative solutions that can be transformed into viable business ventures. It is an essential component of the entrepreneurial process, as it marks the starting point of entrepreneurial activity [6]. In educational settings, the development of business ideas is often influenced by students' exposure to real-life challenges, problem-solving exercises, entrepreneurial education, and digital tools. Idea generation is not just about creativity; it also involves critical thinking, risk analysis, and opportunity recognition [5].

Digital skills significantly influence the business idea generation process by expanding the student's capacity to explore, test, and validate entrepreneurial concepts. For instance, tools such as Google Trends, Canva, Shopify, and even AI applications like ChatGPT aid in market research, product design, and customer feedback collection [15]. With these tools, students can assess market needs and generate business ideas tailored to specific consumer demands. Furthermore, social media platforms offer opportunities for idea incubation and real-time validation, as students can pitch ideas, gather feedback, and build communities around their concepts [8]. The relationship between digipreneurship and business idea generation is mutually reinforcing. While digital skills provide the platform and tools, business idea generation gives direction and purpose. Students who are competent in digital tools are better positioned to turn abstract ideas into concrete entrepreneurial initiatives. Conversely, those without such digital exposure may struggle to conceptualize and implement innovative business models in a fast-changing digital economy [12,16]. Hence, the acquisition of digital entrepreneurial skills becomes crucial for nurturing creativity, increasing entrepreneurial intention, and transforming ideas into scalable solutions.

To maximize the impact of digipreneurship on business idea generation, Nigerian higher institutions must prioritize digital literacy, experiential learning, and access to entrepreneurial ecosystems. Government policies should support the integration of digipreneurship training in the national curriculum and invest in digital infrastructure across campuses. Collaboration with tech firms, startup hubs, and online training providers could further bridge the gap between theoretical knowledge and practical application. Equipping students with these competencies not only boosts their self-reliance but also contributes to national economic growth through innovation-driven entrepreneurship [11,2].

Importance of Digital Skills Acquisition in Higher Education: The increasing digitization of global economies underscores the importance of equipping students with digital competencies that enable them to thrive in the modern workplace and entrepreneurial landscape. Higher education institutions play a critical role in this process by integrating digital literacy into academic programs. According to [5], digital skills such as data analysis, online communication, digital collaboration, and content creation are now essential for both employment and entrepreneurship. In Nigeria, where youth unemployment remains a major concern, digital skill acquisition provides students with flexible alternatives to traditional employment, including remote work, freelancing, and digital enterprise creation [14].

Digital skills fuel entrepreneurial creativity and innovation by enabling students to generate, test, and refine their business ideas in real-time. The integration of tools like Canva for visual content, Google Trends for market research, and AI platforms like ChatGPT for ideation and strategy allows student entrepreneurs to explore opportunities, create value, and respond to market demands [15]. As [8] noted, students with robust digital competencies are more likely to exhibit higher entrepreneurial intent and generate sustainable business models, especially in areas such as e-commerce, digital marketing, and mobile applications.

Digital skills acquisition enables students to apply theoretical knowledge to practical challenges, thereby bridging the often-criticized gap between academic instruction and real-world application. Tools like Microsoft Excel for financial modeling, SPSS for business research, and social media analytics platforms offer students hands-on experiences in solving actual problems [2]. In business education specifically, the use of simulations, virtual entrepreneurship labs, and digital storytelling can help learners understand market dynamics, customer behavior, and value propositions, transforming them from passive learners into active problem-solvers and innovators.

The global job market increasingly prioritizes digital fluency, and Nigerian graduates must possess comparable digital competencies to compete effectively. Whether entering into multinational firms, remote tech roles, or global freelancing platforms, students must demonstrate the ability to navigate tools such as Google Workspace, WordPress, coding platforms, and digital payment systems [12]. Lack of digital skills not only limits their employability but also diminishes their chances of scaling local businesses internationally. Therefore, higher institutions must develop curricula that align with global digital trends and ensure that students graduate with skills that are portable, adaptable, and internationally relevant.

Another transformative potentials of digital skills acquisition in higher education lies in its ability to address social and economic disparities. When properly implemented, digital training can serve as an equalizer, providing access to opportunity regardless of socioeconomic background. [10] emphasized that inclusive access to digital education for women, rural students, and people with disabilities promotes social equity and reduces structural inequalities in entrepreneurship and employment. However, for this potential to be realized, institutions must invest in ICT infrastructure, internet access, and supportive learning environments that empower all students.

The capacity to ideate, prototype, and launch products quickly is a hallmark of modern entrepreneurship, and this is largely driven by digital tools. Students who have access to these tools can transform ideas into minimal viable products (MVPs) in days rather than months. With platforms like Wix for web design, Shopify for online retail, and Figma for interface design, students can create and test real-world business solutions while still in school [5]. This hands-on engagement cultivates an entrepreneurial mindset, encourages early market entry, and increases students' confidence in navigating the business world.

On a macro level, digital skills acquisition in higher institutions contributes to national development by increasing innovation capacity and promoting self-reliance among youths. The National Digital Economy Policy and Strategy (2020–2030) recognizes the role of digital literacy in accelerating Nigeria's transition to a knowledge-based economy. As more students acquire digital competencies, the country benefits from increased startup creation, job opportunities, and a more agile workforce [17]. Universities, therefore, serve not just as centers of learning, but also as incubators of digital entrepreneurship and engines for sustainable economic transformation.

Finally, digital skills are not static; they support lifelong learning and adaptability in a world characterized by constant technological change. Students who develop foundational digital competencies are better equipped to learn new tools, adapt to new platforms, and continuously update their skill sets throughout their careers [14]. This flexibility is particularly important in digipreneurship, where staying relevant requires ongoing engagement with emerging trends such as artificial intelligence, blockchain, and digital security. Thus, digital skill acquisition in higher education fosters a mindset of continuous innovation, self-improvement, and global adaptability.

Materials and Method: The research design adopted for this study is a descriptive survey, which is suitable for capturing the views, attitudes, and behaviors of students regarding digipreneurship skills acquisition and its influence on business idea generation. The population for this study comprises undergraduate students enrolled in entrepreneurship-related courses in six (6) federal universities located in South-West Nigeria. These institutions were selected due to their strategic emphasis on digital innovation, entrepreneurship education, and access to digital learning tools. For the 2024/2025 academic session, the estimated number of students studying entrepreneurship-related programs across these universities is 12,500. To ensure representativeness, the study adopts a stratified random sampling technique. Students were grouped according to their institutions and levels of study, after which a proportionate random sample was selected. Using Cochran's formula for sample size determination, a total of 374 students was selected to participate in the study. The main instrument used for data collection in this study is a structured questionnaire titled: "Digipreneurship Skills and Business Idea Generation Questionnaire (DSBIGQ)."

The questionnaire was developed in line with the two specific objectives of the study. The DSBIGQ consists of three key sections, designed to collect demographic information and assess students' digital skills acquisition and their perceived impact on business idea generation. Section A: Demographic Information, Section B: Digipreneurship Skills Acquisition and Section C: Perceived Impact of Digital Skills on Business Idea Generation. Section B use a 4-point Likert scale of Very High Extent (VHE) - 4 points (3.25 – 4.00 class limit), High Extent (HE) – 3 points (2.50 – 3.24 class limit), Low Extent (LE) – 2 points (1.75 – 2.49 class limit), and Very Low Extent (VLE) – 1 points (1.00 – 1.74 class limit), while section C was rated as Strongly Agree (SA) - 4 points (3.25 – 4.00 class limit), Agree (A) – 3 points (2.50 – 3.24 class limit), Strongly Disagree (SD) – 2 points (1.75 – 2.49 class limit) and Disagree (D) – 1 points (1.00 – 1.74 class limit). The 4-point scale was adopted to eliminate a neutral option and encourage clearer expression of agreement or disagreement. This makes it easier to draw meaningful conclusions from the data. The questionnaire was reviewed by subject matter experts in Business Education, Digital Entrepreneurship, and Educational Research to ensure content validity, clarity, and relevance. A pilot test was conducted with 30 students from a university not included in the main study to evaluate the instrument's reliability. The result yielded a Cronbach's Alpha of 0.81, indicating strong internal consistency. Data collected from the respondents were analyzed using mean, and standard deviation to answer the research questions. To test the hypotheses, independent sample t-tests was used at a 0.05 level of significance.

Results and Discussion:

Demographic Data of Respondents: The demographic distribution of respondents by gender was analyzed to determine representation in the study sample. The result is presented in Figure 1 below.

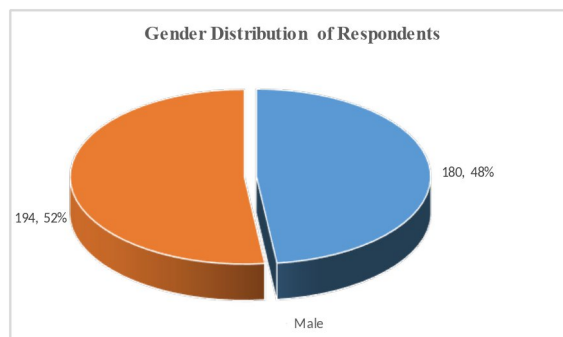


Fig. 1: Gender Distribution of Respondents

Source: Field Study, 2025.

The findings from the demographic characteristics in Figure 1 above revealed that out of the 374 respondents, 180 (48.1%) were male, while 194 (51.9%) were female. This shows that both genders were well represented in the study, ensuring a balanced perspective in the analysis of students' digipreneurship skills acquisition and business idea generation.

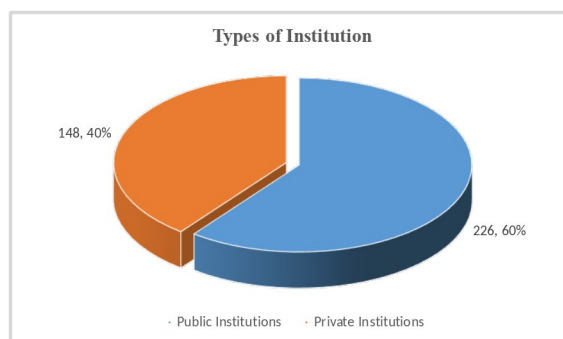


Fig. 2: Demographic Information on Types of Institution

Source: Field Study, 2025.

From the above Figure 2, results from the demographic profile based on types of institution indicated that 226 respondents (60.4%) were from public universities, while 148 respondents (39.6%) were from private universities. This implies that students from public institutions constituted the majority of the sample population, reflecting national enrollment trends. The inclusion of respondents from both institution types ensures balanced comparative analysis on the influence of digipreneurship skills acquisition.

Research Question 1: What is the current level of digipreneurship skills acquisition among students in Nigerian higher institutions?

Descriptive statistic summary used to analyze research question as presented in Table 1.

Table 1. Descriptive Statistics Summary of Respondents' Opinion on the Current Level of Digipreneurship Skills Acquisition among Students in Nigerian Higher Institutions.

Digipreneurship Skills Area	Mean	Standard Deviation	Interpretation
Digital Marketing Tools	2.79	0.50	High Extent
Social Media Platforms	2.80	0.49	High Extent
E-commerce Knowledge	2.82	0.48	High Extent
Content Creation	2.82	0.49	High Extent
Productivity Tools	2.86	0.48	High Extent
Overall Mean	2.82	0.49	High Extent

Source: Field Study, 2025

Based on the above Table 1, the findings reveal that the current level of digipreneurship skills acquisition among students in Nigerian higher institutions is generally at a high extent (mean = 2.82). This rating falls within the class interval of 2.50 – 3.24, which corresponds to High Extent on the adopted 4-point Likert scale. The highest-rated skill area is the use of productivity tools, suggesting that students are more familiar with platforms that enhance efficiency and organization, such as MS Office, Notion, or Google Workspace.

The lowest-rated area, though still within the high range, is digital marketing tools, indicating that while students possess a fair level of digital entrepreneurial competence, they may have comparatively less exposure or confidence in leveraging platforms like SEO, Google Ads, or email automation tools. Overall, the results suggest that higher institutions are making notable progress in equipping students with digital competencies, but targeted interventions might still be needed to enhance expertise in more specialized digital marketing skills.

Research Question 2: Which specific digital skills are most impactful in enhancing students' ability to generate business ideas in Nigerian higher institutions?

Descriptive statistic summary used to analyze research question as presented in Table 2.

Table 2. Descriptive Statistics Summary of Respondents' Opinion on Specific Digital Skills Most Impactful in Enhancing Students' Ability to Generate Business Ideas in Nigerian Higher Institutions.

Digital Skill Area	Mean	Standard Deviation	Interpretation
Digital Marketing Impact	2.99	0.42	Agree
Social Media Engagement	3.00	0.47	Agree
E-commerce Strategy	3.02	0.43	Agree
Content Development	3.02	0.43	Agree
Productivity and Planning Tools	3.05	0.44	Agree
Overall Mean	3.02	0.44 (avg)	Agree

Source: Field Study, 2025

From the above Table 2, the analysis shows that all five digital skills assessed are perceived by students to positively impact their ability to generate business ideas, with mean values ranging from 2.99 to 3.05. The highest perceived impact is associated with Productivity and Planning Tools (Mean = 3.05), followed closely by Content Development and E-commerce Strategy (Mean = 3.02 each). This suggests that students' value skills that help them organize, create, and commercialize their ideas through structured platforms.

Although Digital Marketing Impact scored the lowest among the five areas, it still falls within the "Agree" category, indicating a generally strong perception of its importance. The relatively low standard deviations across all items (ranging from 0.42 to 0.47) imply a consistent agreement among respondents. These findings highlight that while all digital competencies are influential, skills that support content creation, strategy execution, and planning are particularly impactful in fostering business idea generation among students in Nigerian higher institutions.

Null Hypothesis 1: There is no significant difference between the mean ratings of male and female student on the level of digipreneurship skills acquisition in Nigerian higher institutions.

Table 3. Independent Samples t-test Analysis of Male and Female Students' Ratings on Digipreneurship Skills Acquisition.

Gender	N	Mean	Std. Deviation	t	Df	p-value (Sig. 2-tailed)	Decision
Male	180	2.85	0.46	1.432	372	0.153	Retain H ₀ 1
Female	194	2.79	0.51				

Source: Field Study, 2025

The results from the above Table 3 of the independent samples t-test reveal that male students had a slightly higher mean rating (M = 2.85, SD = 0.46) for digipreneurship skills acquisition than female students (M = 2.79, SD = 0.51). However, this difference was not statistically significant, as indicated by the t-value of 1.432 and a p-value of 0.153, which is greater than the alpha level of 0.05. Therefore, the null hypothesis (H₀¹), which states that there is no significant difference between male and female students' ratings, is retained.

These findings suggest that both male and female students in Nigerian higher institutions perceive their level of digipreneurship skills acquisition to be similarly high. The lack of a statistically significant difference implies that gender may not be a determining factor in digital entrepreneurial skill acquisition among this group. This reinforces the notion that institutional efforts in digital skill development are likely being accessed and utilized equally across genders.

Null Hypothesis 2: There is no significant difference in the mean ratings of respondents in public and private tertiary institutions on the specific digital skills that are most impactful in enhancing students' ability to generate business ideas in Nigerian higher institutions.

Table 4. Independent Samples t-test Comparing Public and Private Institutions' Ratings of Digital Skills Impact on Business Idea Generation.

Institution Type	N	Mean	Std. Deviation	T	Df	p-value (Sig. 2-tailed)	Decision
Public	220	3.03	0.45	0.841	372	0.401	Retain H_0 2
Private	154	3.00	0.42				

Source: Field Study, 2025

The independent samples t-test of the above Table 4 compared students' mean ratings of the impact of specific digital skills on business idea generation between public and private tertiary institutions. The mean rating for students from public institutions was 3.03 (SD = 0.45), while students from private institutions had a mean of 3.00 (SD = 0.42). The calculated t-value was 0.841, with a p-value of 0.401, which is greater than the 0.05 level of significance.

Based on this result, the null hypothesis (H_0^2) is retained, indicating that there is no statistically significant difference in the perceptions of students from public and private institutions regarding the impact of digital skills on business idea generation. This suggests that regardless of institutional type, students hold similar views on which digital skills are most impactful, potentially reflecting a broad integration of digital literacy and entrepreneurial education across both public and private higher education institutions in Nigeria.

Conclusions: The findings from this study provide useful information into the current state and perceived impact of digipreneurship skills acquisition among students in Nigerian higher institutions. The analysis revealed that students in Nigerian higher institutions generally possess digipreneurship skills to a high extent (overall mean = 2.82). Skills such as productivity tools, content creation, and e-commerce knowledge were especially well rated. This finding suggests that institutional efforts, likely influenced by curriculum reforms and digital inclusion policies, are positively shaping students' readiness for digital entrepreneurship. These results align with the findings of [18], who reported that students in Nigerian universities are increasingly gaining digital competence through entrepreneurship education embedded with digital tools. Similarly, [8] observed that the integration of digital platforms in higher education has enhanced students' practical exposure to digital skills, especially in ICT-supported business courses. Hypothesis 1, which tested for gender differences in skill acquisition, showed no significant difference in mean ratings between male and female students. This indicates that access to and engagement with digital entrepreneurship content are not gender-biased, reflecting broader digital inclusion efforts. This outcome supports the findings of [19], who found that digital literacy initiatives have begun to bridge gender gaps in Nigerian tertiary education, particularly in entrepreneurship-focused programs. Similarly, students perceived all assessed digital skills to positively influence their ability to generate business ideas, with productivity and planning tools rated as the most impactful (mean = 3.05), followed closely by content development and e-commerce strategies (mean = 3.02). This highlights the importance of digital tools that help students not only conceptualize but also structure and execute entrepreneurial ideas. This finding is consistent with the study by [20], which demonstrated that Nigerian students often rely on productivity apps and digital planning tools to organize and develop viable business ideas. Additionally, [21] emphasized that content development and digital marketing are critical to students' ability to build a competitive digital presence and attract potential markets. Regarding institutional type, Hypothesis 2 found no significant difference in students' perceptions between public and private institutions. This indicates a relatively uniform delivery and reception of digital entrepreneurship content across institution types. This finding agrees with [22], who reported that both public and private universities in Nigeria have adopted similar digital pedagogical tools and platforms due to national education reforms and competitive pressure to enhance employability outcomes.

Based on the conclusion drawn from the study, some recommendations can be proposed to strengthen digipreneurship skills acquisition and enhance students' ability to generate innovative business ideas in Nigerian higher institutions. Firstly, Higher education institutions should continuously update and integrate comprehensive digital entrepreneurship modules into their curricula. These modules should emphasize hands-on training in areas such as digital marketing, content creation, e-commerce strategy, and productivity tools to reflect industry standards and emerging trends. Then, universities and policymakers should prioritize the provision of up-to-date digital infrastructure, such as high-speed internet, computer labs, and access to premium software tools. This will ensure that students across both public and private institutions have equal opportunities to develop essential digital competencies. Next, Institutions should foster partnerships with tech firms, digital startups, and business incubators to provide students with practical exposure through internships, mentorships, workshops, and innovation challenges. This real-world interaction can help students apply their digital skills in entrepreneurial contexts. Although the study found no significant gender disparity, continued efforts should be made to ensure inclusive access to digital skills programs. Special digital entrepreneurship bootcamps and mentorship schemes for female students can further promote equity and empowerment in the tech-driven business space. Finally, Institutions should support student entrepreneurship clubs, digital hackathons, and campus startup incubators where students can apply their digital skills to develop and test business ideas. Recognizing and funding outstanding student innovations can also stimulate further interest and engagement.

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