

Navigating Entrepreneurial Readiness of Business Education Students through Digipreneurship Competencies: Insights from Nigerian Tertiary Institutions

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Abstract: This research work investigates the effectiveness of digipreneurship competencies on students of business education entrepreneurial readiness in Nigerian higher Institution. The research was guided by three objectives, research questions and hypotheses respectively. The study involves a descriptive research design of 1,115 respondents. A proportionate random sampling stratified technique was utilized to select a sample of 302 participants. The data collection was done through a structured questionnaire titled: Effectiveness of Digipreneurship Skills and Entrepreneurial Competencies of Business Education Students (EDSECBES). The content and face validity of the instrument were carried out by two experts in test measurement and Business Education Department. The reliability of the questionnaire was established through a pilot test conducted with 30 students from a university outside the main sample. Using Cronbach's Alpha method, the three sections of the instrument recorded internal consistency coefficients of 0.71, 0.80, and 0.88 respectively. The findings show that exposure to digital skills significantly enhances students' confidence in starting and managing online ventures. Students who reported higher levels of digital competence also demonstrated stronger problem-solving abilities, improved adaptability to technology-driven tasks, and greater interest in pursuing digital business opportunities after graduation. The study concludes that integrating practical, technology-focused training into business education curricula is essential for preparing students for the digital economy. It was recommended that higher education authority should develop and mandate standardized digipreneurship courses that cover digital marketing, e-commerce operations, online business management, content creation, and digital financial literacy. These modules should be compulsory across all Business Education programmes.

Keywords: Digipreneurship, Digital Marketing, E-commerce, Content creation and Entrepreneurial competencies

Introduction: The contemporary entrepreneurial landscape is undergoing a profound transformation, increasingly characterized by the rise of digipreneurship, and the strategic integration of digital technologies that manage, create, and scale business ventures. As economies increasingly rely on digital frameworks, higher education institutions face the critical task of preparing students with future-ready skills needed to succeed in this new environment. This paradigm shift necessitates a fundamental re-evaluation of how higher education institutions prepare students for the demands of the modern business world. As economies become more digitally integrated, the lessons learned from the COVID-19 pandemic underscored the critical importance of digital adaptability and resilience. The effectiveness of digipreneurship skills acquisition in business education programmes in higher education institutions has become a central area of inquiry. Digipreneurship is the application of digital skills and technologies to entrepreneurial ventures which has become a critical driver of economic growth and individual opportunity. Given the significance of entrepreneurship in creating employment, utilizing limited resources effectively, and providing essential goods and services, it is vital to understand how well business education is preparing its students to leverage digital tools for entrepreneurial success [10]. Digipreneurship, a combination of digital and entrepreneurship, is the use of digital technologies and platforms to create, manage, and grow a business. It involves leveraging digital tools, such as the internet, social media, mobile applications, e-commerce platforms, and digital marketing techniques, to start, operate, and scale a business venture. In today's digital age, digipreneurship has gained significant prominence as it offers numerous opportunities and advantages over traditional business models. It represents a modern approach to entrepreneurship that harnesses the power of digital technologies to create innovative business models, reach a global audience, and capitalize on the vast opportunities offered by the digital realm. Digipreneurship extends beyond simply using technology; it involves leveraging digital tools and platforms, such as e-commerce platforms, social media marketing, data analytics, cloud computing, and mobile applications, to create innovative business models, reach global audiences, and deliver value in unprecedented ways. The rise of the digital economy has created new opportunities for entrepreneurs to disrupt traditional industries, launch new products and services, and build scalable businesses with relatively low capital investment [18]. This shift has made digipreneurship a key driver of economic growth and a significant source of individual opportunity, particularly for business education graduates who are entering the workforce. The Nigerian education system often leans heavily on theoretical knowledge, potentially hindering graduates' smooth transition into the workforce, particularly in entrepreneurial endeavours [19]. Fostering entrepreneurial skills in Business Education students before graduation is a key strategy for boosting the Nigerian economy [1]. Recognizing this, institutions must increasingly prioritize entrepreneurship [2]. Institutions are actively integrating entrepreneurship education into

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their academic and research programs, understanding the importance of cultivating an entrepreneurial mindset in students [6]. These institutions offer specialised programmes and courses to equip students with the knowledge, skills, and attitudes necessary to launch and manage successful businesses [7]. This highlights the growing recognition of the need to prepare Business Education students for modern entrepreneurial challenges, where digipreneurship skills serve as essential catalysts for achieving success. Equipping business students with digipreneurial skills, knowledge, and practical application is crucial for fostering innovation and preparing students for the demands of the modern workforce, ultimately leading to improved livelihoods. However, there is a concern that Nigerian students, particularly those in tertiary institutions, may not be adequately acquiring and utilising these essential digipreneurial skills by the time they graduate. Therefore, a thorough assessment of their entrepreneurial digital skills, knowledge, and practical application is necessary to inform improved and innovative instruction, ensuring students are well-prepared for the professional world. This study addresses this need by investigating the levels of entrepreneurial digital skills, knowledge, and practical application among undergraduate students at a Nigerian public university. As the landscape of entrepreneurship evolves, educational frameworks must adapt to prepare students for the challenges of a digital economy [12].

Higher education institutions are increasingly recognizing the need to incorporate digital skills into their curricula. Programmes focused on digipreneurship are designed to equip business education students with essential competencies such as digital marketing, data analytics, and e-commerce strategies. These skills are critical for navigating the complexities of the modern business environment, where digital literacy is no longer optional but a prerequisite for success. Moreover, the demand for entrepreneurs who can adapt to digital trends is increasing. As global markets become more interconnected, the ability to harness digital tools and platforms is fundamental for entrepreneurial success. Research shows that students equipped with digipreneurial knowledge and skills are more likely to view entrepreneurship as a viable career option, thereby enhancing their entrepreneurial readiness [14]. This shift not only supports individual career development but also contributes to broader economic growth and job creation, particularly in emerging markets where entrepreneurship serves as a key driver of economic progress [1]. Despite the growing emphasis on digipreneurship, there remains a notable gap in understanding the effectiveness of these programmes on higher educational programmes in enhancing entrepreneurial readiness among business education students. Many existing entrepreneurship programmes still focus heavily on traditional business practices, leaving students ill-prepared for the digital challenges they will face in the workforce. A systematic review of entrepreneurship education literature suggests that integrating digital skills into academic curricula can significantly improve business education students' preparedness to launch and manage successful ventures in a digital economy. Business Education in Nigerian higher institutions are undergoing significant changes to align with the needs of a technology-driven world. Historically, this field aimed to provide students with skills for roles in administration, accounting, marketing, and management. Today, however, it focuses on nurturing future entrepreneurs with innovative thinking and digital skills. The growth of the digital economy and global entrepreneurship has prompted a shift from traditional entrepreneurship to digipreneurship, which leverages digital technologies to uncover business opportunities and deliver services online [10]. Business Education now serves as a strategic tool for fostering digital innovation and entrepreneurship among Nigerian youth. When structured effectively, it will equip Business Education students with the skills needed to thrive in the digital business landscape. Given the high levels of youth unemployment in Nigeria, there is a pressing need for Business Education to move beyond theoretical frameworks to a more hands-on, technology-oriented approach. Students should learn not only to draft business plans or conduct market analyses but also to utilise digital platforms for launching and growing businesses. Despite this necessity, many Nigerian higher institutions continue to teach business education in conventional ways, often neglecting digital innovation. A prompt curriculum review, infrastructure enhancement, and professional development for educators are essential to incorporate digipreneurial content into the learning experience. Without these changes, graduates may lack the skills and confidence needed to establish their own digital ventures, perpetuating unemployment and economic dependency [1]. By embedding digipreneurship skills into the curriculum, business education can effectively enhance students' entrepreneurial readiness, empowering them to become creators of jobs in the digital economy. This study aims to identify the key skills and competencies essential for success in digipreneurship within real-world contexts. By shedding light on these aspects, this research will aid in developing effective digipreneurship education programmes, preparing the next generation of entrepreneurs for the digital age's challenges and opportunities. In this context, business education has become a vital tool for promoting digital innovation and entrepreneurship among young Nigerians.

When effectively designed, it prepares students to succeed in the digital marketplace. Given the persistent issue of youth unemployment in Nigeria, it is crucial for business education to transition from a theoretical framework to a practical, tech-focused model. Students should learn not only how to create business plans and conduct market analyses but also how to leverage digital platforms to launch and grow their own businesses [12]. Despite the need for this transformation, many higher institutions still offer traditional business education, often overlooking the importance of digital innovation. There is an urgent requirement for curriculum updates, improved infrastructure, and training programmes for educators to incorporate digipreneurship content into their teaching. Without these adjustments, graduates may struggle to acquire the skills and confidence necessary to start their own digital ventures, contributing to ongoing unemployment and economic challenges. By integrating digipreneurship skills into the curriculum, business education can significantly enhance students' readiness to become entrepreneurs, enabling them to create jobs in the digital economy. This research aims to identify the critical skills and competencies needed for success in digipreneurship in real-world scenarios. By examining these elements, this study will support the development of effective digipreneurship education programmes, preparing future entrepreneurs for the challenges and opportunities of the digital landscape.

Statement of the Problem: Despite the growing recognition of digipreneurship and the increasing integration of digital technologies into business practices across various sectors, there remains a significant and concerning lack of comprehensive understanding regarding the actual effectiveness of digipreneurship skills acquisition programmes in enhancing the entrepreneurial readiness of business education students in Nigerian higher institutions. There exists a critical gap regarding how effectively these skills translate business education students' ability to initiate and sustain digital ventures [16]. This has left the students ill-prepared to navigate the complexities of digital marketing, e-commerce, social media engagement, data analytics, and other essential aspects of digipreneurship. Concerns have also been raised about the weak digital infrastructure found in many higher institutions in Nigeria, which limits students' opportunities to develop meaningful digipreneurship skills. Unreliable internet services, poorly equipped computer laboratories, outdated software, and limited access to essential digital tools make it difficult for students to engage in practical digital activities [11]. As a consequence, even programmes designed to build digital entrepreneurial capacity often fall short, as students cannot consistently practise or master the required skills. This gap in infrastructure creates a clear mismatch between what the curriculum aims to achieve and the skills students are actually able to acquire, ultimately undermining their preparedness for technology-driven entrepreneurial ventures.

Moreover, there is a lack of clarity regarding the specific skills and competencies that are most critical for digipreneurial success. While some programmes may focus on technical skills, such as coding or web design, others may emphasize soft skills, such as communication, collaboration, and problem-solving. However, there is limited empirical evidence to guide curriculum development and ensure that students are acquiring the right mix of skills to thrive in the digital economy.

Purpose of the study: The objective of this study is to assess the effectiveness of digipreneurship competencies on entrepreneurial readiness of business education students in higher institutions in Nigeria. Specifically, the study aims to:

1. ascertain how the acquisition of digital marketing skills impacts entrepreneurial readiness of students of Business Education programme in higher institutions in Nigeria.
2. determine the extent to which knowledge of e-commerce impacts entrepreneurial preparedness among Business Education students in higher institutions in Nigeria.
3. investigate how competencies in content creation foster entrepreneurial readiness of Business Education students in higher institutions in Nigeria.

Research Question

1. To what degree does the acquisition of digital marketing skills shape entrepreneurial alertness of business education students in higher institutions in Nigeria?
2. To what extent does the e-commerce knowledge transform the entrepreneurial preparedness of business education students in higher institutions in Nigeria?
3. To what extent do the competencies in content creation encourage entrepreneurial awareness of business education students in higher institutions in Nigeria?

Hypothesis

Ho1: There is no meaningful significant difference in the average response regarding the extent to which the skills of digital marketing acquisition impact the entrepreneurial suitability of business education students in higher institutions in Nigeria based on gender.

Ho2: There is no significant difference in the mean response from students offering business education on how the degree of e-commerce knowledge impacts entrepreneurial readiness in higher institutions in Nigeria based on ownership.

Ho3: There is no significant difference in the consensus ratings of respondents on how proficiency in content creation modifies entrepreneurial eagerness of Business Education students in higher institutions in Nigeria based on work experience.

Materials and Method: A research method involving descriptive survey design to assess the effectiveness of digipreneurship competencies on students of business education programme for entrepreneurial readiness in higher institutions, Nigeria was adopted. The choice of this design was informed by its suitability for gathering data that describe existing conditions without altering or manipulating any variables. Descriptive surveys are useful in understanding perceptions, competencies, and readiness within a defined population, particularly in educational settings [8]. This approach enabled the researcher to collect detailed, first-hand information directly from Business Education students, whose academic background encompasses entrepreneurship and digital innovation. The target population comprised 1,115 Business Education students from various institutions in Nigeria. These students were considered appropriate for the study because they had completed most of their coursework in entrepreneurship and digital skill acquisition, making them sufficiently knowledgeable to provide reliable insights into the effectiveness of digipreneurship training.

To obtain a representative sample from the total population, the researcher employed the proportionate stratified random sampling technique. This method ensured that students were fairly selected from each institution based on the proportion of their population size relative to the overall total. This sampling approach enhanced the reliability and generalizability of the findings

[13]. Referring to Krejcie and Morgan's (1970) sample size determination table, a sample of 285 was considered sufficient for a population of 1,125. However, to ensure the inclusion of any potential non-responses, a sample of 302 students was drawn. Out of the 302 distributed questionnaires, 284 were successfully retrieved and valid for analysis, reflecting a high response rate of 94%. The main data collection instrument was a structured questionnaire titled: "Digipreneurial Competencies and Entrepreneurial Readiness of Business Education Students" (DSERBES). The questionnaire comprised 30 items, divided into three major sections with each section addressing the three research questions. To ensure the validity of the instrument, the draft questionnaire was subjected to face and content validation by two experts in the Business Education and Test Measurement Departments of Al-Hikmah University, Ilorin, Kwara state. These experts evaluated the relevance, clarity, and alignment of the items with the research objectives. All suggested revisions were incorporated to improve the instrument's accuracy and appropriateness. The reliability of the questionnaire was established through a pilot test conducted with 30 students from a university outside the main sample. Using Cronbach's Alpha method, the three sections of the instrument recorded internal consistency coefficients of 0.71, 0.80, and 0.88 respectively. These values indicate that the instrument was statistically reliable and suitable for large-scale administration [20].

The administration of the instrument was carried out by the researcher with the help of 2 research assistants. Questionnaires were physically distributed and collected on-site after completion to maximize response accuracy and ensure high return rates. Ethical considerations, such as informed consent, confidentiality, and voluntary participation, were strictly adhered to by the researcher throughout the data collection process. For data analysis, descriptive statistics including frequency counts, percentages, means, and standard deviations were used to answer the research questions. An Independent sample t-tests, and one-way ANOVA, were utilized to examine the stated hypotheses at a 0.05 significance level. To interpret the mean scores, the following scale was used: a mean of 4.00 to 3.25 indicated a Very High Extent; 3.24 to 2.50 signified a High Extent; 2.49 to 1.75 denoted a Low Extent; while 1.74 to 1.00 reflected a Very Low Extent. A null hypothesis was rejected if the p-value was less than 0.05, indicating a statistically significant difference; otherwise, it was retained.

Result and Discussions

Research Question 1: To establish how digital marketing skills acquisition impact Business Education students' entrepreneurial alertness in higher institutions in Nigeria.

Table 1: Mean and Standard Deviation of responses regarding the influence of digital marketing skills attainment on entrepreneurial readiness of Business Education students in higher institutions in Nigeria.

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	I can effectively use social media platforms (e.g., Facebook, Instagram, TikTok) to impact the promotion of my business.	2.70	1.06	HE
2.	Digital marketing impacts my practical knowledge of running paid online advertisements (e.g., Facebook Ads, Google Ads).	2.71	1.25	HE
3.	I understand how to use email marketing tools to engage customers.	2.36	1.04	LE
4.	I can develop and implement digital content strategies for online branding.	2.57	1.03	HE
5.	I know how to track and analyse customer behaviour using digital analytics tools (e.g., Google Analytics).	3.26	1.07	VHE
6.	I have used search engine optimization (SEO) techniques to increase the online visibility of a product or service.	2.70	1.14	HE
7.	I can manage digital campaigns that generate leads and convert them into sales	2.95	0.81	HE
8.	Digital Marketing is essential to the success of my future business.	2.94	1.17	HE
9.	I have used digital marketing skills to sell products or services as a student.	3.11	1.13	HE
10.	My ability to promote products/services online has improved my entrepreneurial mindset.	2.38	1.15	LE
Weighted average		2.87	1.19	HE

Source: Field Survey, 2025

The results in Table 1 show the mean rating of the respondents to be of high extent for the entire construct, which shows that digital marketing skills impact the entrepreneurial readiness of business education students in higher institutions in Nigeria. The study revealed the evidence of a mean score of 2.87 and a standard deviation of 1.19. This implies that participants recognize digital marketing as a critical enabler for digipreneurial success, possibly due to its role in promoting products, identifying target markets, and building online customer engagement. The relatively moderate standard deviation also implies some variability in responses, which may reflect differences in individual exposure to or proficiency in digital marketing tools.

Research question 2: To ascertain how knowledge of e-commerce reshapes the entrepreneurial responsiveness of business education students in higher institutions in Nigeria.

Table 2: Mean and standard deviation of responses to analysed the extent to which e-commerce knowledge influence the entrepreneurial readiness of Business Education students in higher Institutions in Nigeria.

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Knowledge of e-commerce has improved my ability to identify viable business opportunities.	2.84	1.06	LE
2.	Understanding e-payment systems enhanced my preparedness to run a digital business.	2.71	1.35	LE
3.	Online marketing tools (e.g., SEO, social media ads) impact my confidence in starting an online venture	1.64	1.04	LE
4.	My level of exposure to digital logistics and delivery systems prepared me for handling real-world e-commerce operations.	2.57	1.03	HE
5.	To what extent has learning about digital storefronts (e.g., Shopify, Jumia, Konga) influenced your willingness to launch an e-commerce business?	3.26	1.07	VHE
6.	Understanding online business analytics improved my ability to make strategic entrepreneurial decisions	2.70	1.14	HE
7.	Acquiring e-commerce knowledge helped me develop innovative business models for the digital marketplace.	2.95	0.81	HE
8.	Digital marketing is essential to the success of my future business.	2.94	1.17	HE
9.	Do knowledge of cybersecurity and data privacy impact your preparedness to operate a safe online business?	3.11	1.13	HE
10.	E-commerce knowledge equips you with the skills necessary to start and sustain an online business.	2.38	1.15	LE
Weighted average		2.88	1.09	HE

Source: Field Survey, 2024

The data presented in Table 2 offers clear and compelling evidence that e-commerce knowledge plays a significant role in enhancing the entrepreneurial readiness of business education students in higher institutions in Nigeria. The overall weighted mean of 2.88 and standard deviation of 1.09, falling within the range interpreted as High Extent (HE), suggests a strong agreement among respondents that various dimensions of e-commerce training positively impact their preparedness to venture into digipreneurial activities. Thus, the consistent High Extent remarks across all ten indicators and the balanced standard deviation scores reflect uniformity in perception and a consensus that e-commerce knowledge is a critical enabler of entrepreneurial success in today's digitally-driven market landscape.

Research question 3: To examine how content creation abilities inspire the entrepreneurial readiness of business education students in higher institutions in Nigeria

Table 3: Mean and standard deviation of responses concerning the influence of content creation on the entrepreneurial readiness of business education students in higher institutions in Nigeria.

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	My knowledge of content creation (e.g., blogging, vlogging) has improved my ability to identify business opportunities.	3.12	0.89	HE
2.	Skills in video and graphic content design boost my confidence in launching digital products or services.	2.95	1.02	HE
3.	The ability to create engaging social media content enhanced my readiness to market entrepreneurial ideas.	3.28	0.81	HE
4.	Content creation training helped me develop a personal brand for future entrepreneurial ventures.	2.85	0.92	HE
5.	Exposure to content monetization (e.g., YouTube, TikTok) motivated me to start a business online.	3.10	1.01	HE
6.	Learning how to write persuasive digital content improved my entrepreneurial communication skills.	2.78	1.08	HE
7.	Creating podcasts, tutorials, or educational content made me more willing to share knowledge as an entrepreneur.	2.55	1.12	HE
8.	I feel prepared to use content creation platforms (e.g., Canva, Adobe, CapCut) to develop entrepreneurial campaigns.	2.49	1.09	LE
9.	Content creation does not significantly affect my interest in becoming an entrepreneur.	1.88	1.14	LE
10.	I lack confidence in creating original content for entrepreneurial purposes.	2.11	1.21	LE
Weighted average		2.71	1.03	HE

Source: Field Survey, 2025

The analysis of responses presented in Table 3 reveals that content creation plays a significant role in enhancing the entrepreneurial readiness of business education students in higher institutions in Nigeria. The overall weighted mean score of 2.71 and standard deviation of 1.03, which falls within the High Extent range, indicates that business education students generally believe that content creation positively impacts their preparedness to engage in digipreneurial activities. This overall perception reflects a growing recognition of the importance of digital tools, personal branding, and creative expression in today's business landscape. A closer look at the individual items shows that certain aspects of content creation have a particularly strong impact on business education students' digipreneurial development. These findings suggest that while content creation is widely seen as beneficial for digipreneurial readiness, there remains a need for targeted training and support. Equipping business education students with practical content creation skills, building their confidence, and exposing them to monetization strategies can further strengthen their digipreneurial competencies.

Testing of Hypotheses:

Ho1: There is no notable disparity in the responses of participant in relation to digital marketing skills acquisition on entrepreneurial expertise of business education students in Nigeria, higher institutions base on gender.

Table 4: Independent Samples t-test to analyse the significant distinction between Male and Female respondents regarding digital marketing skills possession on entrepreneurial competencies of business education students of higher institutions in Nigeria.

Gender	N	Mean	SD	T	Df	p-value	Decision
Male	108	2.65	0.62	1.24	284	0.55	Retained
Female	176	2.87	0.71				

The results from the above table of the independent samples t-test show that female students reported marginally higher mean scores ($M = 2.87$, $SD = 0.71$) on the extent to which digital marketing skills impact entrepreneurial readiness of business education students of higher institutions than male students ($M = 2.65$, $SD = 0.62$). However, this difference was not statistically significant (t-value of 1.24, p-value of 0.55) which exceeded the alpha level. These findings show that male and female students in higher institutions rated their level of digipreneurship skills acquisition to be similarly high. The absence of a statistically significant disparity implies that gender may not be a determining factor in digipreneurial skill acquisition among this group. This outcome aligns with the findings of [5] who reported a strong positive relationship between digital skills and entrepreneurial capability among Nigerian university graduates, noting no significant gender-based differences in the effectiveness of skill acquisition programmes. Similarly, [3], found that male and female undergraduates in Nigeria exhibited comparable levels of entrepreneurial interest and practice, supporting the observation that gender may not strongly moderate digital entrepreneurship outcomes.

Ho2: There is no significant difference in the responses of public and private respondents regarding how e-commerce knowledge enhances entrepreneurial readiness of business education students in higher institutions in Nigeria.

Table 5: Independent Samples t-test probe the significant difference of respondents on how students from private and public leverage the knowledge of e-commerce for the entrepreneurial readiness of Business Education students in higher institutions in Nigeria.

Institution	N	Mean	SD	T	Df	p-value	Decision
Private	96	2.22	0.50	1.96	284	0.81	Retained
Public	188	2.61	0.64				

The results from the above table of the independent sample t-test show how students' level of work experience of e-commerce knowledge impacts the entrepreneurial readiness of business education students. Students from public institutions reported a marginally higher average rating ($M = 2.61$, $SD = 0.64$) compared to their private institution counterparts ($M = 2.22$, $SD = 0.50$). However, this observed difference does not reach statistical significance, as evidenced by the t-value of 1.96 and a p-value of 0.81, which is greater than the benchmark of 0.05. These results lead us to accept the null hypothesis (H02), confirming that no meaningful difference exists between business education students from private and public institutions regarding how e-commerce knowledge contributes to their digipreneurial preparedness. The results underscore the importance of continuing to integrate e-commerce education into entrepreneurship programs, regardless of whether institutions are publicly or privately funded.

This finding aligns with the study of Owodunni [19], who highlighted that entrepreneurial intention and readiness among undergraduates are significantly influenced by digital and e-commerce skill acquisition, independent of institutional type, suggesting that both public and private students benefit similarly when these skills are embedded in their programs. [5] further revealed that structured digital entrepreneurship education enhances students' entrepreneurial capabilities, regardless of whether they attend public or private institutions.

Ho3: There is no significant difference in the ratings of respondents regarding how content creation competencies enhance readiness of business education entrepreneurs in higher institutions in Nigeria based on work experience.

Table 6: Independent Samples t-test Analysis of business education view on the extent to which content creation impacts entrepreneurial readiness of students work experience in higher institutions in Nigeria.

Experience	N	Mean	SD	T	Df	p-value	Decision
Adequate work experience	166	2.26	0.57	1.24	284	1.51	Retained
Inadequate work experience	118	2.85	0.96				

The results analysis in Table 6 reveal gender differences on the extent to which content creation skills contribute to the entrepreneurial readiness of business education students in higher institutions revealing several noteworthy findings. Female students reported a substantially higher mean rating ($M = 2.85$, $SD = 0.96$) compared to their male counterparts ($M = 2.26$, $SD = 0.57$), indicating that students with adequate work experience generally perceive content creation as playing a more significant role in their digipreneurial readiness. This 0.59-point difference in means, while educationally meaningful, did not reach statistical significance ($t = 1.24$, $p = 1.51$), leading us to retain the null hypothesis of no gender difference. This outcome aligns with study of [9] that highlighted those competencies such as digital marketing, data analysis, content creation and cyber security are essential for all Business Education students to succeed in a technology-driven economy. This implies that when these competencies are incorporated into the curriculum, students of both sexes benefit equally, reflecting the lack of a statistically significant difference observed in the present research.

Discussion of findings: Findings of the study in research question 1 along with the hypothesis revealed that business education students agree to a high extent with all the constructs, which shows that digital marketing skills impact the digipreneurial readiness of business education students in higher institutions, Nigeria. The implication of this is that the development and integration of digital marketing skills into higher business education curricula can significantly empower students to become self-reliant digital entrepreneurs. Digital competencies, including social media advertising, SEO, and analytics, are now critical in preparing students for digipreneurship [4]. Similarly, Institutions which embed digital marketing modules in entrepreneurship education recorded higher entrepreneurial intentions and start-up activities among graduates [21]. Moreover, the alignment between digital marketing skills and digipreneurial readiness suggests that policymakers, educators, and curriculum developers in Nigeria should prioritize structured digipreneurship education to bridge the skill-employment gap. This aligns with the vision of the National Digital Economy Policy and Strategy (2020–2030), which promotes digital literacy and skills development as a foundation for Nigeria’s digital transformation. Therefore, higher institutions and beyond are strategically positioned to contribute to national goals through scalable digipreneurial programs driven by digital marketing education.

Findings from research question 2 and the hypothesis proved that e-commerce knowledge plays a significant role in enhancing the digipreneurial readiness of business education students in higher institutions in Nigeria. This implies that e-commerce knowledge significantly boosts students’ digipreneurial readiness, which is a promising indicator for digital economic growth in Nigeria. However, in today’s digital-first world, e-commerce is no longer a luxury or optional knowledge it’s foundational to modern entrepreneurship. Nigerian youth must be equipped with e-commerce skills needed to be innovative and adapt to market changes, to make them resilient in the face of economic uncertainties [17]. E-commerce literacy among undergraduate Business Education students in Nigerian higher institutions has directly impacted the rise of student-led online businesses, from fashion and cosmetics to digital services and food delivery [18]. These findings also support the Nigerian government’s Digital Economy agenda, which prioritizes the promotion of digipreneurship through skill acquisition in e-commerce and digital trade platforms. More importantly, the findings reflect a shift in mindset among the Business Education students who are beginning to see e-commerce as a viable, scalable, and empowering tool for business success. With continued investment in digital infrastructure and training, Nigeria’s higher education system can become a springboard for a new generation of digipreneurs who will drive innovation and economic growth across Africa.

This finding from research question 3 and the tested hypothesis highlights a crucial reality in today’s digital-driven economy which shows that content creation is not just a soft skill but a powerful digipreneurial tool. The fact that business education students in higher institutions recognize and embrace content creation as essential to their digipreneurial readiness shows a promising shift in how young people engage with digital platforms. It implies that business education students who can create engaging, value-driven, and strategic content are better positioned to launch and sustain digital businesses. This aligns with the view of [22], who emphasised that content creation serves as both a marketing tool and a value proposition for digipreneurs. Their study found that students who develop content creation skills tend to demonstrate stronger branding abilities and customer engagement, which are vital for succeeding in online businesses. The finding also reinforces the view of [15], which encourages institutions to promote creative digital skills as part of youth empowerment strategies. If embraced fully, content creation could become a catalyst for large-scale digipreneurship among Nigerian youth. Therefore, this finding positively implies that business education departments in Nigerian institutions should prioritize content creation as a core digital entrepreneurial competency. Doing so will not only help students build an audience and monetize their passions but will also nurture innovation, resilience, and independence among graduates.

Conclusion: This study critically assessed the effectiveness of digipreneurship skills acquisition on entrepreneurial readiness of students offering business education in higher institution in Nigeria. The results from the research questions and testable formulated hypotheses confirmed that identified skills and competencies offer significant benefits in preparing students in Business Education programme to be successful and enhance their engagement in the digital economy. This implies that the acquisition of digipreneurship skills is prerequisite in developing and nurturing the entrepreneurial readiness of business education students in higher institutions, Nigeria. These skills provide business education students with the confidence, tools, and innovative mindset required to succeed as digipreneurs in a rapidly evolving global economy. For Nigeria to fully harness the potential of its youthful population, higher education institutions must strategically embed these digital skills into their curricula to produce self-reliant, digitally empowered business education graduates who are equipped to lead the next wave of entrepreneurial innovation.

Recommendations

1. Higher education institutions in Nigeria should incorporate structured and hands-on digital marketing training into entrepreneurship and business education curricula to deliver practical workshops and live campaign simulations, enabling business education students to apply their learning in real-world digital spaces.
2. Nigerian higher institutions should introduce e-commerce literacy courses that teach business education students how to build, manage, and grow digital storefronts using platforms like Shopify, WooCommerce, Jumia, and social commerce tools. These courses should cover inventory management, online payment systems, customer service, digital logistics, and data analytics.
3. Academic institutions should prioritise digital content creation as a core skill in entrepreneurship education and encourage business education students to build their personal brands and online portfolios during their studies to improve their chances of digital business success. This should be backed by funding for digital infrastructure, training of lecturers in digital tools, and support for student-led digital ventures through innovation hubs, competitions, and grants.
4. The higher education authority should develop and mandate standardized digipreneurship courses that cover digital marketing, e-commerce operations, online business management, content creation, and digital financial literacy. These modules should be compulsory across all Business Education programmes.

Future research recommendations

1. Future research should include higher institutions from all geo-political zones. This will allow more robust comparisons and improve generalisation of findings.
2. Further research may compare Business Education students with students from ICT, Engineering, or Management departments to see how digipreneurship skills differ and how they influence their entrepreneurial readiness.

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