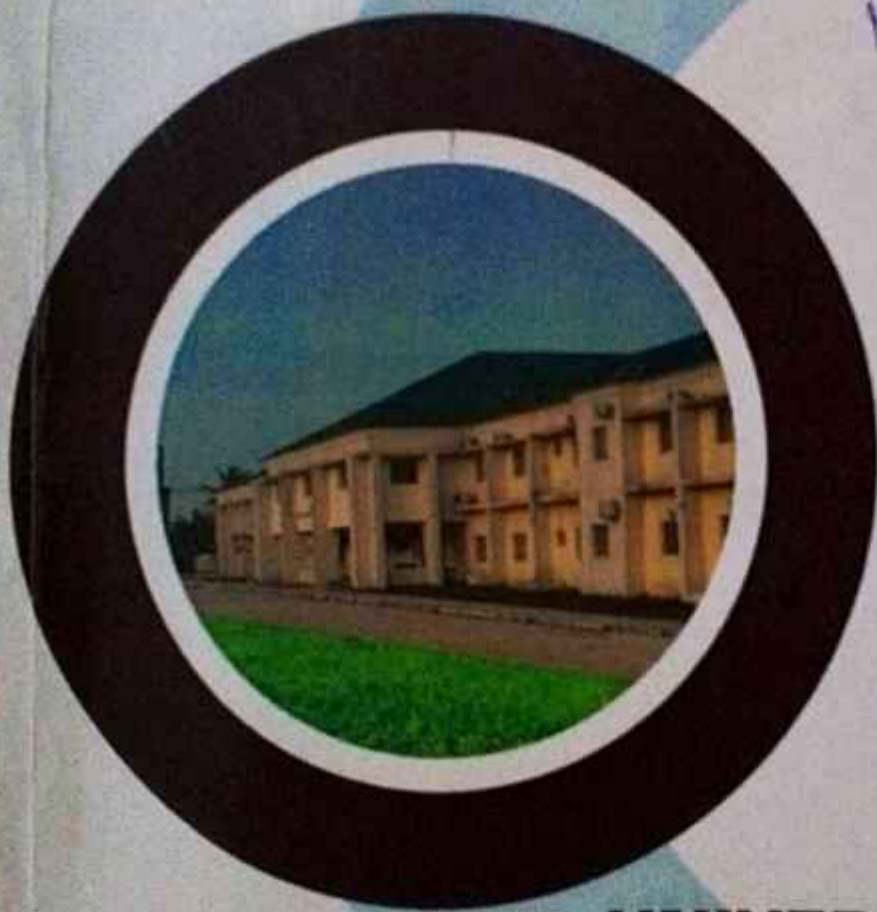




Volume 2, Issue 1, 2023



UNIVERSITY OF DELTA
JOURNAL *of*
CONTEMPORARY STUDIES
IN EDUCATION (UDJCSE)

A Publication of Faculty of Education,
University of Delta, Agbor
November, 2023



UNIVERSITY OF DELTA

**JOURNAL OF
CONTEMPORARY STUDIES
IN EDUCATION
(UDJCSE)**

University of Delta Journal of Contemporary Studies in Education (UDJCSE)

Editorial Board

Editor-in-Chief

Prof. (Mrs) Regina Arisi

Department of Arts and Social Science Education,

Faculty of Education,

University of Delta, Agbor

Regina.arisi@unidel.edu.ng

Editors

Ven. Prof. Mon Nwadiani

Department of Educational Foundation and Administration,

University of Delta, Agbor

Prof. (Mrs) Patricia Mbah

Department of Vocational and Technical Education,

Faculty of Education, University of Delta, Agbor

Patricia.mbah@unidel.edu.ng

Dr. (Mrs) Clara D Moemeke

Department of Science Education,

Faculty of Education,

University of Delta, Agbor

clara.moemeke@unidel.edu.ng

Dr. (Mrs) Olufunke O Chenube

Department of Arts and Social Science Education,

Faculty of Education,

University of Delta, Agbor

Olufunke.chenube@unidel.edu.ng

Business Editor

Dr. (Mrs) Clara D Moemeke

Assistant Business Editor

Dr. (Mrs) Caroline Alordiah

All Rights Reserved

The copyright of this journal is the property of University of Delta journal of contemporary studies in Education (UDJCSE). No part of this publication may be reproduced, transmitted or stored in a retrieval system, either mechanical or electronic including photocopying, recording or otherwise without the prior permission of the publishers.

A Publication of Faculty of Education, University of Delta, Agbor.

ISSN: 2971 – 5962

EDITOR-IN-CHIEF DESK

It is a pleasure to welcome you to the second edition of the University of Delta Journal of Contemporary Studies in Education. This journal is the publication of the Faculty of Education, University of Delta, Agbor Delta State, Nigeria. It is the journal that stands as a testament to the shared pursuit of knowledge that unites researchers across internal and external academic landscapes.

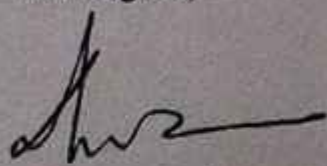
As the new Editor-in-Chief, I am thrilled to present an eclectic compilation of scholarly contributions sourced not only from our esteemed faculty members but also from external authors. This edition is a testament to the diverse intellectual landscape cultivated within and beyond our institution. This edition contains an array of articles that showcase collective wisdom and collaborative effort that serve to broaden the scope of our journal, fostering a cross-pollination of ideas that transcends disciplinary boundaries. The contributions from the authors addressed not only academic inquiries but also pressing educational issues in the society.

I extend my heartfelt gratitude to the editorial team for their diligent efforts in curating this edition. Their dedication has been instrumental in maintaining the high standards of our journal while embracing the diversity of thought that comes with external contributions. I would also like to express my appreciation to all contributors, both from within our academic community and beyond, for their invaluable insights and commitment to advancing knowledge.

As you peruse the pages of this journal, I invite you to immerse yourself in the fusion of ideas, challenge your perspectives, and appreciate the collaborative spirit that defines this edition.

Thank you for being part of this collaborative intellectual journey. I trust you will find this edition of the University of Delta Journal of Contemporary Studies in Education to be a source of inspiration and enlightenment.

Warm regards,



Prof Regina Ogheneovo Arisi
Dean, Faculty of Education
University of Delta, Agbor

TABLE OF CONTENTS

University of Delta Journal of Contemporary Studies in Education (UDJCSE)	
Editorial Board	i
All Rights Reserved	ii
Editor-in-Chief Desk	iii
Table of Contents	iv
 COMMUNICATION AND INFORMATION DISSEMINATION FOR SERVICE DELIVERY IMPROVEMENT IN DELTA STATE'S SENIOR SECONDARY SCHOOLS	 1
Introduction	1
Information Dissemination for Long-Term, High-Quality Service Delivery	2
Communication for Long-Term, High-Quality Delivery	3
Theoretical Background	5
Statement of the Problem	5
Purpose of the Study	6
Research Questions	6
Hypotheses	6
Methodology	6
Results	7
Discussions	11
Conclusion	11
Recommendations	11
References	12
 ACADEMIC INTEGRITY: AN ESSENTIAL PREREQUISITE FOR EFFECTIVE CURRICULUM IMPLEMENTATION IN NIGERIAN SCHOOLS	 14
Abstract	14
Introduction	14
The Concept of Curriculum Implementation	15
The Essence of Curriculum Implementation	16
What is Integrity?	18
Concept of Academic Integrity	19
Importance of Academic Integrity	20
State of Integrity in Curriculum Implementation in Nigeria: Issues and Challenges.	22
Way Forward and Measures to Ameliorate the State of Academic Integrity in Curriculum Implementation in Nigerian Schools	24
Academic Model of Integrity	25
Conclusion	30
Reference	31
 DIGITAL ENTREPRENEURSHIP FOR SELF-RELIANCE IN THE POST COVID-19 ERA: SKILLS GAP AMONG BUSINESS EDUCATION GRADUATES IN ANAMBRA STATE	 34
Abstract	34
Introduction	34
Research Questions	36
Hypotheses	36
Method	36

	37
Results	38
Hypotheses	39
Discussion of findings	39
Conclusion	40
Recommendations	40
References	

PSYCHOLOGICAL APPROACH TO COPING WITH ANXIETY IN SPORTS COMPETITIONS

	42
Abstract	42
Introduction	42
Causes of Sports Anxiety	43
Stress	43
Signs of Stress	44
Fear	44
Symptoms of Fear	
Signs of Sports Anxiety	45
Anxiety Disorders	45
Types of Anxiety Disorders	45
Coping Mechanism of Anxiety in Sports Competitions	45
Conclusion	48
Recommendations	48
References	49

ADULT EDUCATION PRACTICES FOR VALUE-REORIENTATION, ATTITUDINAL AND SOCIAL CHANGE TOWARDS RURAL SOCIAL- ECONOMIC DEVELOPMENT; PROBLEMS AND PROSPECTS IN NIGERIA

	50
Abstract	50
Introduction	50
Conceptual Clarification of Adult Education	52
Philosophy of Adult Education	52
Benefits of Adult Education Practice	52
Conceptual clarification of value-reorientation, attitudinal and social change	53
Conceptual Clarification of Socio-Economic Rural Development	54
Adult Education practices for value reorientation, attitudinal and social change	54
Adult education and value reorientation for socio-economic development	55
Problems of adult education practices in Nigeria	55
The prospects of adult education and social change for rural development	56
Conclusion	58
Recommendation	58
References	59

EFFECTS OF STUDY HABITS ON ACADEMIC ACHIEVEMENT OF BUSINESS STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN DELTA STATE

	61
Abstract	61
Introduction	61
Purpose of the study	63
Research questions	63
Hypotheses	63
Methods	64
Presentation of Results	64
Discussion	69

DIGITAL ENTREPRENEURSHIP FOR SELF-RELIANCE IN THE POST COVID-19 ERA: SKILLS GAP AMONG BUSINESS EDUCATION GRADUATES IN ANAMBRA STATE

Mary U Okonkwo¹ & Esther EkeneOsahor²

¹Department of Business Education, Faculty of Education, University of Delta, Agbor, mary.okonkwo@unidelta.edu.ng

²Department of Business Education, Faculty of Education, University of Delta, Agbor, esther.osahor@unidelta.edu.ng

Abstract

The study determined digital entrepreneurship for self-reliance post-COVID-19 era: Skills gap among business education graduates in Anambra State. Two research questions and two null hypotheses guided the study. The study adopted a descriptive survey research design using a population of 811 entrepreneurs from the state. A sample size of 243 entrepreneurs was selected using a proportionate stratified random sampling technique. An item questionnaire face validated by three experts in the field of education was used for data collected. The instrument's reliability was established using a pilot test. Data collected were calculated using the

Cronbach alpha formula, which yielded coefficients of .81 and .88. Mean, standard deviation, and t-test were used for data analysis. Findings showed that business education graduates possess e-accounting and digital marketing skills for self-reliance. Years of working experience did not influence entrepreneurs' ratings in this regard. The researchers concluded that the digital entrepreneurship skills gap still exists among business education graduates in Anambra State. Business education graduates were recommended to seek additional skills acquisition training programs to update their digital entrepreneurship skills for self-reliance.

Keywords: Digital Entrepreneurship, Self-Reliance, Skills Gap, Business Education Graduates

Introduction

The coronavirus (COVID-19) outbreak has wreaked havoc on human health, affected people's way of life, and affected the world economy. There are significant economic and commercial losses worldwide in addition to human damage. The COVID-19 pandemic will severely impact entrepreneurial ventures because businesses across the globe are now being conducted online, according to Seth, Ganaie, and Zafar (2020). Many entrepreneurs are seeing a more significant reduction in commercial activities due to business closures across various nations. Given these challenges, academics and researchers worldwide have begun to see digital entrepreneurship as a fundamental instrument for combating business losses and unemployment on a worldwide scale. Kohli and Melville (2017) stated that entrepreneurs are now pressured to use digital technologies and adapt their business models to the new reality.

Digital entrepreneurship refers to discovering and exploiting new business opportunities made available by new media and internet technologies. Vineela (2018) defined it as a kind of entrepreneurship that uses electronic tools to carry out operations. It opens opportunities for entrepreneurs to carry out operations with the support of ICT tools such as online accounting, social networking sites, the internet, cloud computing, and artificial intelligence software (Oestreicher-Singer and Zalmanson, 2013). Therefore, to thrive in the fiercely competitive business world, prospective entrepreneurs must be able to employ digital technologies to create wealth.

Higher education's primary responsibility is, among others, to equip students with skills for self-reliance; the more digital entrepreneurship skills graduates possess in today's digital age,

the better equipped they will be to handle the obstacles their businesses will confront. Business education, as a productive and functional form of education that boasts employment generation, students' self-reliance, and self-actualization (Ezeani, 2014) are under immense pressure to equip students with entrepreneurship skills for self-reliance. Business education is considered relevant in preparing youths for productive living. It is a dynamic skill-based education programme designed to prepare students by equipping them with requisite skills for self-reliance upon graduation, hence, a vital instrument for nation-building and in achieving government and graduates' employment generation objectives.

Higher education graduates should not only understand how technology can benefit new enterprises, but also utilize new technologies effectively to strengthen and potentially even expand the businesses in the future (Kahn, 2021). Graduates who want to succeed as digital entrepreneurs need to possess the right skills to help the new venture gain traction and become a reputable player in the industry. Focusing on improving these particular skills is crucial for business education graduates to ensure that business operations are efficient and that customers' needs are easily met. The composition of the digital entrepreneurship skills that a business education graduate should possess is extensive and diverse (Baidi and Suyatno, 2018). These skills include cloud computing, cyber security, data analytics, and digital marketing skills (Martinez, 2021). Similarly, as important digital entrepreneurship skills, e-accounting, online communication, automation, web design, brand development, digital marketing, and online networking (Kahn, 2021). Others are information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving skills (Carretero, Vuorikari & Punie, 2017).

E-accounting skills include abilities to use spreadsheet software tools to enter, sort, calculate, manipulate, and analyze sets of financial data, use advanced Excel package, Quick book, and Peachtree accounting software, among others, for stock control, financial records, or in assisting management with budgetary control or sales analysis, use a spreadsheet accounting program to carry out yearly account report, analyze financial ratio/ understand accounting report, and make effective cash flow management (Tripopsakul & Charupongsopon, 2017). Digital marketing skills can help spread the word about one's business. Digital marketing skills include social media management, search engine optimization, content marketing, pay-per-click ads, and influencer marketing skills. Another is the ability to search and meet online customers, use business goals to improve performance, carry out product promotion and merchandizing online, and use digital tools such as analytics and web scanners for success (Olaniyi, 2022).

The COVID-19 pandemic is revealing gaps in digital skills among graduates of tertiary institutions globally. The gap in skills is the point at which an organization can no longer grow and remain competitive in its industry because its employees do not have the right skills to help drive business results and support its strategies and goals. Odinaka (2011) defined a skill gap as a point where graduates' skills are limited compared to the expected level. McGuinness and Ortiz (2016) view the digital skills gap as insufficient or inadequate skill levels among graduates to use ICTs for entrepreneurial ventures. Despite the rising importance of digital entrepreneurship, graduates of tertiary institutions seem to face digital entrepreneurship skills gaps. Akpomi and Ikpesu (2020) noted that the theoretical delivery model of higher institutions in Nigeria (business education inclusive) had been deemed insufficient to prepare graduates for self-reliance. Similarly, the National Bureau of Statistics (NBS) (2021) reported that youth/graduate unemployment in Nigeria had taken a new dimension and has become a significant concern of the government and other stakeholders, especially in the post-Covid-19 pandemic era.

Work experience could help entrepreneurs determine those skills that business education graduates need to improve to become successful digital entrepreneurs. Likely, the opinions of

entrepreneurs with above 6 years of working experience will vary from those with 1-5 years of experience. This could be attributed to differences in training and other experiences, which may lead to the acquisition of different digital entrepreneurship skills. As entrepreneurs work continuously for a long time on particular jobs, they will likely develop relevant skills toward high performance (Gude, 2012). Similarly, Genty, Idris, Wahat, and Kadir (2015) asserted that years of working experience and training are significant factors in skills managers/entrepreneurs need for effective performance. Against this background, the study was conceived to assess business education graduates' digital entrepreneurship skills gap for self-reliance in the post-COVID-19 era in Anambra State.

Statement of the Problem

Business education graduates from tertiary institutions in Nigeria have high hopes that after their studies, they will possess the requisite skills (digital entrepreneurship skills inclusive) for self-reliance, especially in this post-COVID-19 era. The view is that the skills acquired should be able to help them become successful entrepreneurs. However, the fact that most business education graduates remain unemployed years after graduation means that it has become necessary for them to have a more realistic view of their skills. Since business education graduates in this technological age are expected to use ICT tools to create wealth, most business education graduates are still unable to convert the knowledge and skills learned in tertiary institutions to become self-reliant; they roam the streets looking for very scarce white-collar jobs. This implies that these graduates need to have a realistic view of their digital entrepreneurship skills they possess given their limited experiential training. Therefore, in specific terms, the study assessed (1) the e-accounting skills gap of business education graduates for self-reliance in the post-Convind-19 era in Anambra State, (2) the digital marketing skills gap of business education graduates for self-reliance in the post-Convind-19 era in Anambra State.

Research Questions

The following research questions guided the study;

1. To what extent do business education graduates possess e-accounting skills for digital entrepreneurship in the post-COVID-19 era in Anambra State?
2. To what extent do business education graduates possess digital marketing skills for digital entrepreneurship in the post-COVID-19 era in Anambra State?

Hypotheses

The following null hypotheses were raised and tested at a 0.05 level of significance:

- Entrepreneurs in Anambra State do not differ significantly in their mean ratings on how business education graduates possess e-accounting skills for digital entrepreneurship in the post-Convind-19 era based on years of working experience.
- Entrepreneurs in Anambra State do not differ significantly in their mean ratings on how business education graduates possess digital marketing skills for digital entrepreneurship in the post-COVID-19 era.

Method

The study adopted a descriptive survey research design. It was carried out in Anambra State. The population for this study consisted of 811 entrepreneurs registered with the Anambra State Ministry of Commerce and Industry. The sample size of 243 entrepreneurs in the study area was selected using a proportionate stratified random sampling technique. The instrument for data

collection was a structured questionnaire Titled "Digital Entrepreneurship and Skill Gap of Business Education Graduates for Self-reliance (DESG-BEGS) with two sections, A and B. Section A was designed to elicit demographic information of the respondents, such as years of working experience while section B contains 20 items broken down into two clusters of B1 to B2 according to the research questions, and structured on a four-point rating scale of Very Highly Possessed (VHP), Highly Possessed (HP), Lowly Possessed (LP) and Very Lowly Possessed (VLP). The face validity of the instrument was established using experts in Business Education and Measurement and Evaluation. The instrument's reliability was carried out using a pilot test, and data collected were calculated with the Cronbach Alpha formula to determine the internal consistency of the instrument and correlation coefficients of .81 and .88 were obtained for clusters B1 to B2. Mean and standard deviation were used to answer the researcher's questions, while a t-test was used to test the null hypothesis. A null hypothesis was rejected where the p-value was less than the significant level; otherwise, the null hypothesis was accepted. The analysis used Statistical Package for Social Sciences (SPSS) version 23.0.

Results

Research Question 1

1. To what extent do business education graduates possess e-accounting skills for digital entrepreneurship in the post-COVID-19 era in Anambra State?

Table 1: Respondents' mean ratings on the extent to which business education graduates possess e-accounting skills for digital entrepreneurship

SN	E-accounting skills	$\bar{x}$	SD	Remarks
	Ability to:			
1	use spreadsheet software tools to enter financial data	1.64	.48	Lowly Possessed
2	use spreadsheet software tools to sort financial data	1.44	.50	Very Lowly Possessed
3	use spreadsheet software to calculate, manipulate, and analyze sets of financial data	2.48	.31	Lowly Possessed
4	use an advanced Excel package to prepare a balance sheet	1.53	.56	Lowly Possessed
5	Use the quick book for stock control	1.57	.50	Lowly Possessed
6	Use Peachtree accounting software to prepare financial records.	1.40	.46	Very Lowly Possessed
7	Peachtree accounting software in carrying out budgetary control or sales analysis	1.42	.49	Very Lowly Possessed
8	use a spreadsheet accounting program to carry out yearly account report	2.31	.71	Lowly Possessed
9	Use spreadsheet software to analyze financial ratios/ understand accounting reports.	2.11	.56	Lowly Possessed
10	Use advanced Excel tools to make effective cash flow management.	2.26	.59	Lowly Possessed
	Cluster Mean	1.92		Lowly Possessed

Data in Table 1 revealed that out of the 10 e-accounting skills listed for digital entrepreneurship, items 1, 3, 4, 5, 8, 9, and 10 are lowly possessed by business education graduates with mean scores ranged between 1.53 and 2.48 while the remaining three items (items 2, 6 and 7) with mean scores ranging from 1.40 to 1.44. The cluster mean score of 1.92 shows that, on the whole, business education graduates in Anambra State possessed e-accounting skills for digital entrepreneurship for self-reliance in the post-Covid-19 era.

Research Question 2

To what extent do business education graduates possess digital marketing skills for digital entrepreneurship in the post-COVID-19 era in Anambra State?

Table 2: Respondents' mean ratings on the extent to which business education graduates possess digital marketing skills for digital entrepreneurship

SN	Digital Marketing Skills	$\bar{x}$	SD	Remarks
	Ability to:			
11	Search and meet online customers	2.64	.68	Highly Possessed
12	use business goals to improve performance	2.54	.64	Highly Possessed
13	carry out product promotion and merchandizing online	1.58	.71	Lowly Possessed
14	Use digital tools such as analytics and web scanners for business success	1.53	.59	Lowly Possessed
15	effectively use of Search Engine Marketing (SEM)	1.50	.72	Lowly Possessed
16	Use Google Analytics for market Segmentation	1.60	.49	Lowly Possessed
17	Use data to understand the audience.	2.02	.69	Lowly Possessed
18	tracking new market developments and trying innovative market methods using electronic tools	2.41	.82	Lowly Possessed
19	Use paid search platforms like Facebook and Google ads in online marketing.	2.71	.67	Highly Possessed
20	use Search Engine Optimization (SEO) to make visible to targeted customers	2.26	.52	Lowly Possessed
	Cluster Mean	2.08		Lowly Possessed

Data in Table 2 revealed that out of the 10 digital marketing skills listed for digital entrepreneurship, items 11, 12, and 19 are highly possessed by business education graduates with mean scores ranging between 2.54 and 2.71, while the remaining seven items with mean scores ranging from 1.50 to 2.26. The cluster mean score of 2.08 shows that, on the whole, business education graduates in Anambra State possessed digital marketing skills for digital entrepreneurship for self-reliance in the post-COVID-19 era.

Hypothesis 1

Entrepreneurs in Anambra State do not differ significantly in their mean ratings on how business education graduates possess e-accounting skills for digital entrepreneurship for self-reliance in the post-Convid-19 era based on years of working experience.

Table 3: Summary of t-test analysis of entrepreneurs on the extent business education graduates possess e-accounting skills for digital entrepreneurship for self-reliance based on years of working experience

Years of Experience	N	$\bar{X}$	SD	df	t-value	P-value	Decision
6 years and Above	148	2.16	.84	229			Not Significant
1-5 Years	83	1.90	.68				

Table 3 shows a t-value of .52 at 229 degrees of freedom with a p-value of .09. Since the p-value of .09 is greater than the criterion value of .05 ($P\text{-value} = .09 > .05$), the null hypothesis is accepted. This means that entrepreneurs in Anambra State do not differ significantly in their mean ratings on how business education graduates possess e-accounting skills for digital entrepreneurship for self-reliance in the post-Convind-19 era based on years of working experience.

Hypothesis 2

Entrepreneurs in Anambra State do not differ significantly in their mean ratings on how business education graduates possess digital marketing skills for digital entrepreneurship in the post-COVID-19 era.

Table 4: Summary of t-test analysis of entrepreneurs on the extent business education graduates possess digital marketing skills for digital entrepreneurship for self-reliance based on years of working experience

Years of Experience	N	X	SD	df	t-value	p-value	Decision
6 Years and Above	148	2.42	.46	229	.23	.26	Not Significant
1-5 Years	83	2.333	.91				

Data in Table 4 show that the t-value of .23 with a p-value of .26 at 29 degrees of freedom is greater than the criterion value of .05 ($P\text{-value} = .26 > .05$). This means that Entrepreneurs in Anambra State do not differ significantly in their mean ratings on the extent business education graduates possess digital marketing skills for digital entrepreneurship in the post Convind-19 era in Anambra State. Therefore, the null hypothesis was accepted.

Discussion of findings

The study's findings revealed an e-accounting and digital marketing skills gap among business education graduates for digital entrepreneurship in Anambra State. This is because business education graduates possess e-accounting and digital marketing skills for digital entrepreneurship for self-reliance. The findings of this study agree with that of Akpomi and Ikpesu (2020), which revealed that graduates of tertiary education in Nigeria lack the right digital skills for self-reliance. This aligns with the earlier findings of OECD (2017) and Rasul, Abd Rauf, Mansor, and Puvanasvaran (2012) that many graduates lack the digital skills required for self-employment. The study's findings also showed that entrepreneurs in Anambra State do not differ significantly in their mean ratings on the extent to which business education graduates possess e-accounting and digital marketing skills for digital entrepreneurship for self-reliance in the post-Convind-19 era based on years of working experience. It could be that entrepreneurs, regardless of years of working experience, are aware of the problem of the digital skills gap among business education graduates, which has influenced the uniformity in their responses.

Conclusion

This study's findings revealed gaps in graduates' e-accounting and digital marketing skills as they lowly possess these skills for digital entrepreneurship. Based on the findings of this study, the researchers conclude that the digital entrepreneurship skills gap still exists among business education graduates in Anambra State.

Recommendations

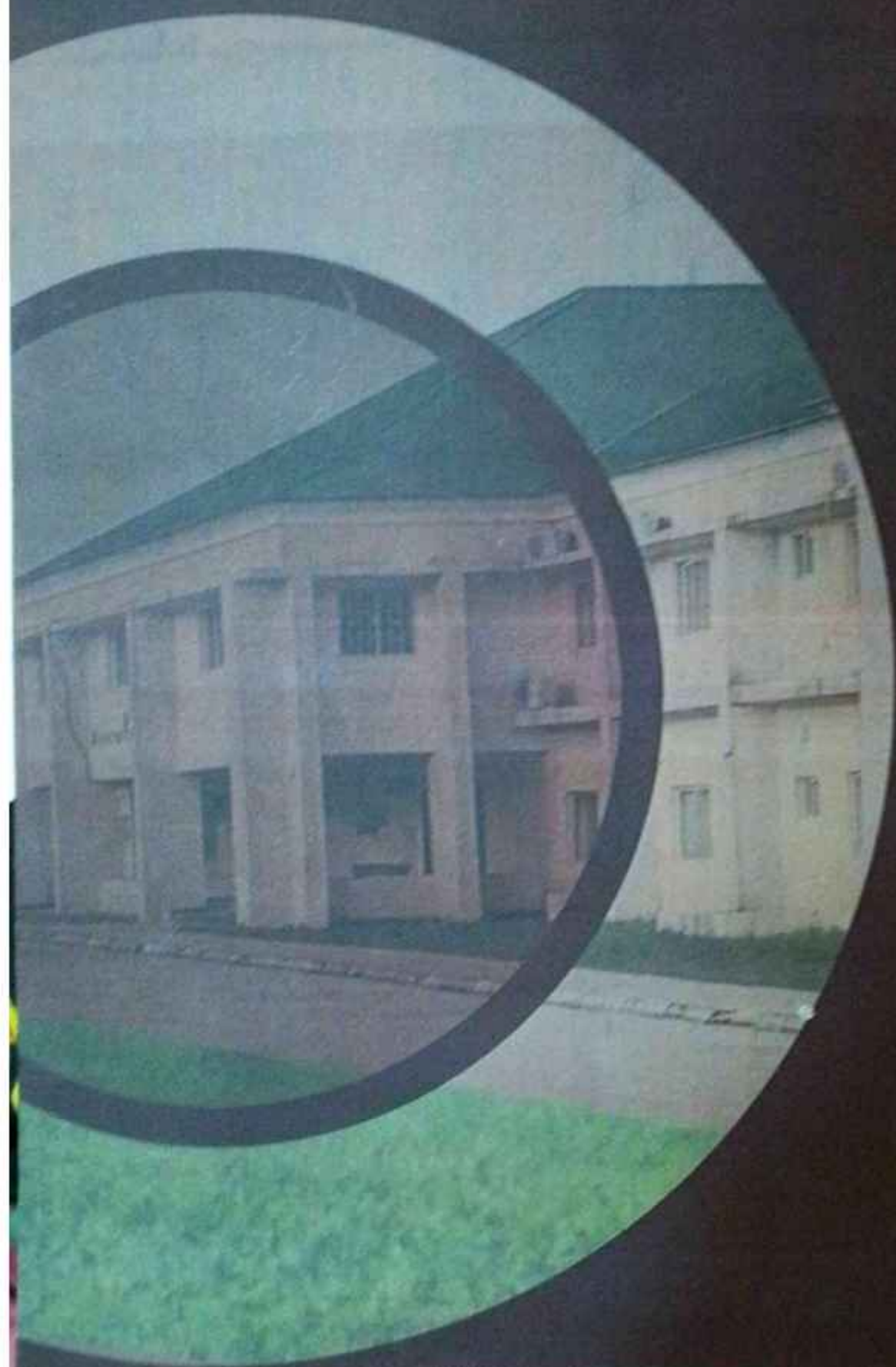
Based on the findings of this study, the researchers made the following recommendations:

1. Business education graduates should seek additional skills acquisition training programmes to update their digital entrepreneurship skills for self-reliance.
2. Business education lecturers should emphasise teaching students e-accounting and digital marketing skills to improve digital entrepreneurship upon graduation.

References

- Akpan, M. P., & Bala, O. C. (2019). Entrepreneurship in tertiary education. In S. O. Nwafor and S. I. Chukwu (Eds.), *Management of education for sustainable national development in Nigeria* (pp. 82-100). Port Harcourt: University of Port Harcourt Press.
- Baki, B., & Surana, R. (2018). Effect of entrepreneurship education, self-efficacy and need for achievement toward students' entrepreneurship intention: Case study in Fethi, Iain Sukarta, Indonesia. *Journal of Entrepreneurship Education*, 21(2), 1-10.
- Chen, S., Uthair, R., & Poon, Y. (2017). *AgeComp 2.0: The digital competency framework for citizens with e-age proficiency levels and examples of use* (No. ITC-190-84). Joint Research Centre (Seville site).
- Ezzamel, N. S. (2014). Business education practice: Measuring and technology alignment. *Business Education Journal*, 1 (3) 183-190.
- Greay, A., Jais, A., Wain, N. W. A., & Kahn, S. A. (2015). Demographic factors and entrepreneurial success: A conceptual review. *International Journal of Management Reviews*, 18(3), 309-324.
- Udu, A. C. (2019). Administrative supervisors' rating of desktop publishing competencies possessed by office technology and management graduate workers in North-West Nigeria polytechnics. *Journal of Management Information*, 2(2), 135-144.
- Kahn, S. (2011). What are the essential skills of digital entrepreneurship? Retrieved from: <https://ashipmedia.com/business/what-are-the-essential-skills-of-digital-entrepreneurship/>
- Kohli, R., & Malhotra, N. P. (2012). Digital innovation: A review and synthesis. *Information Systems Journal*, 16(1), 200-233.
- Kurmanov, N., Alieva, Z., Kabullina, G., & Muraliyeva, I. (2020). Digital entrepreneurship competencies among students: Methodological aspects of the maturity level and development program making. *Journal of Entrepreneurship Education*, 23(2), 31-43.
- Martinez, G. (2011). Must-have digital skills for entrepreneurs. Retrieved from: womenled.org
- Mechumens, S. and I. Chris (2016). Skill gaps in the workplace: Measurement, determinants and impacts. *Industrial Relations Journal*, 47(3), 233-278.
- National Bureau of Statistics (2021). Nigeria: Unemployment rate from 1990 to 2021. <https://www.statista.com/statistics/382160/unemployment-rate-in-nigeria/>
- Odunuga, A. (2021). Skills gap doing damage to Nigeria's manufacturing sector. Retrieved from <https://businessday.ng/real-estate/article/skills-gap-doing-damage-to-nigerias-manufacturing-sector/>
- OECD (2017). Making innovation benefit all: Policies for inclusive growth.
- Omami, O. N. (2022). Digital skill and future of business education students. *International Journal of Interdisciplinary and Current Educational Research (IAICER)*, 4(1), 186-192.
- Orstedt, S., & Zahman, I. (2012). Content or community? A digital business strategy for content providers in the social age. *46th Hawaii International Conference on System*, 17-18 January 2012, 13-16.
- Rami, M. S., Abd Rami, B. A., Munir, A. N., & Puvanesvaran, A. P. (2012). Employability skills assessment and development. *International Education Studies*, 5(3), 43-50. <https://doi.org/10.5539/ies.v5n3p43>

- Seth N. J., Ganaie M. A. & Zafar F. (2020) Impact of COVID-19 (Coronavirus) on Small and Medium Enterprises (SMEs) in Pakistan. DOI: 10.13140/RG.2.2.21236.09607
- Tripopsakul, S. & Charupongsopon, W. (2017). What skills do nascent entrepreneurs need? The evidence from Thailand. *European Research Studies*, 20(2), 250-263.
- Vineela, G. S. (2018). Digital entrepreneurship. *The International Journal of Innovative Research in Engineering and Multidisciplinary Physical Sciences (IJIRMP)*, 6(4), 441-448.



JOURNAL



preciousprints@ 08033112225