DIGITAL TEACHING STRATEGIES AND ENTREPRENEURIAL COMPETENCE AMONG BUSINESS EDUCATION UNDERGRADUATES IN KWARA STATE UNIVERSITIES

Mubarak Shittu MUFTAU
Department of Business Education,
Faculty of Education,
Al-Hikmah University, Ilorin
atunlushe1@gmail.com
ORCID: https://orcid.org/0009-0008-9484-1906

Abstract
This study examined digital teaching strategies and entrepreneurial competence among Business Education undergraduates in Kwara State Universities. A descriptive survey design of correlational type was adopted, and a sample of 321 students was drawn from three universities using purposive and simple random sampling techniques. Data were collected using a structured questionnaire validated by experts, with a reliability coefficient of 0.80. Findings revealed that lecturers adopted digital teaching strategies to a moderate extent, particularly in using presentation software, blended learning, and training on digital pedagogy. The study also showed that students possessed a moderate level of entrepreneurial competence, exhibiting strengths in communication, teamwork, and leadership but weaknesses in innovation and financial management. However, the relationship between lecturers' digital teaching strategies and students' entrepreneurial competence was found to be statistically insignificant. It was concluded that although digital strategies are integrated into teaching, they have yet to significantly impact the entrepreneurial competence of students. The study recommends enhanced digital training for lecturers, experiential learning, and greater institutional support to foster entrepreneurship-oriented digital pedagogy.

Keywords: Business Education, Digital Teaching Strategies, Entrepreneurial Competence, Higher Education, Kwara State

Introduction

In today's rapidly changing world, digital technology has become an essential part of education, transforming the way knowledge is delivered and acquired. For Business Education undergraduates, who are expected to develop strong entrepreneurial competence to thrive in a competitive economy, the effective use of digital teaching strategies is crucial. However, despite the availability of various digital tools and platforms in universities across Kwara State, many undergraduates still struggle to apply entrepreneurial concepts creatively and practically. Digital teaching simply means using technology to make teaching and learning more engaging, flexible, and effective. Instead of relying only on chalkboards or printed notes, teachers now use computers, smartphones, videos, and online platforms to teach. This approach helps students learn in ways that fit their pace and style (Adeoye et al., 2023). According to Dhawan (2023), digital teaching goes beyond just putting lessons online, it's about creating interactive learning experiences where students can access information anytime and anywhere, making learning more convenient and enjoyable.

In universities, digital teaching comes in different forms such as online classes, blended learning (a mix of online and face-to-face lessons), flipped classrooms, and even virtual labs. These methods allow students to think critically, work creatively, and develop important digital skills needed in

today's world. Martinez (2021) explained that when teachers use technology effectively, it helps students become more engaged and improves how lessons are delivered. Similarly, Olanrewaju and Yusuf (2022) found that digital teaching enhances students' participation and performance because it makes lessons more practical and relevant to real-life situations. However, digital teaching is not just about using gadgets or apps, it's about how teachers use them to make learning meaningful. Teachers need to design lessons that include videos, interactive quizzes, and digital discussions that help students understand better (Obi & Akpan, 2022). For this to work well, schools must also provide good internet access, proper training for teachers, and the right digital tools. As Okebukola (2022) pointed out, digital teaching is a new way of improving the quality of education by combining technology and creativity to make learning more effective for both teachers and students.

The level of adoption of digital teaching strategies among lecturers has become an essential aspect of effective instruction in higher education. In Nigerian universities, lecturers increasingly recognize the value of digital tools such like online learning platforms, multimedia presentations, and interactive applications in enhancing teaching and learning. However, the extent to which these strategies are adopted varies across institutions and departments. While some lecturers demonstrate high proficiency in using digital tools for lesson delivery and assessment, others exhibit limited competence, often due to inadequate training and insufficient institutional support (Ogunode et al., 2022; Yusuf & Ajayi, 2023).

Researchers have shown that lecturers' digital competence is influenced by several factors like access to technology, administrative encouragement, and their own willingness to integrate technology into pedagogy (Adewale & Adesina, 2022; Okafor & Nwosu, 2023). Those who participate in continuous professional development and have access to well-equipped digital infrastructures might likely implement innovative teaching strategies such as blended learning, interactive simulations, and online assessments. Conversely, where such support systems are lacking, lecturers may rely on traditional instructional methods, thereby limiting students' exposure to digital learning experiences (Ojo & Salami, 2022).

Lecturers' attitudes and perceptions toward technology also play a major role in determining the level of digital teaching strategies adopted. Lecturers who view technology as an enabler of creativity, collaboration, and efficiency are sometimes design learner-centered lessons using digital tools (Eze & Nwankwo, 2022; Ibrahim & Bello, 2024). In contrast, lecturers who perceive digital teaching as complex or time-consuming may only apply it at a minimal level, often out of necessity rather than conviction. In addition, institutional policies and leadership commitment significantly shape the digital teaching culture among lecturers. When universities prioritize technology integration through clear policies, funding, and recognition for innovative teaching, lecturers would respond positively and adopt digital methods more extensively. However, in environments where digital innovation is not institutionalized, adoption rates remain low (Afolabi et al., 2023; Yusuf & Ajayi, 2023). This adoption of digital teaching strategies might have both negative and positive impact on students' entrepreneurship competences.

Entrepreneurship has become a vital element of modern education, particularly in developing nations such as Nigeria, where economic diversification and job creation are national priorities. An entrepreneur can be described as an individual who identifies opportunities, takes risks, and creates value through innovative ventures (Olokundun et al., 2023). Entrepreneurs play an essential role in national development by generating employment, stimulating innovation, and contributing to economic growth. In Nigeria where unemployment rates among youths remain high,

entrepreneurship is often seen as a viable means of empowering undergraduates to become self-reliant and economically productive citizens (Hamidi et al., 2018).

Entrepreneurial competence refers to the combination of knowledge, skills, attitudes, and behaviors that enable individuals to identify and exploit business opportunities successfully. It encompasses competencies such as creativity, innovation, risk management, problem-solving, and leadership (Trivedi, 2017). Among undergraduates, entrepreneurial competence is not just about starting a business, it also includes developing an entrepreneurial mindset that encourages resilience, adaptability, and initiative in various aspects of life and work. Nigerian universities have increasingly incorporated entrepreneurship education into their curricula to equip students with these vital competencies, reflecting the belief that entrepreneurship can serve as a strategic solution to graduate unemployment and underemployment (Olokundun et al., 2023).

However, the level of entrepreneurial competence among Nigerian undergraduates varies across institutions and disciplines. Studies have shown that students generally possess positive attitudes toward entrepreneurship, but their practical entrepreneurial skills remain underdeveloped (Adeniyi & Ijaiya, 2022; Olokundun et al., 2023). This gap is often attributed to theoretical teaching methods, limited access to startup funding, inadequate mentorship, and insufficient exposure to real-world business environments. As a result, many undergraduates graduate with entrepreneurial awareness but lack the confidence and capacity to implement their ideas effectively. Strengthening entrepreneurship education through experiential learning, digital tools, and partnerships with industry stakeholders is therefore essential to enhance students' entrepreneurial competence and readiness for the dynamic labor market (Kurmanov et al., 2020; Adelekan & Salami, 2022). Ultimately, this investigation is grounded in the belief that integrating digital pedagogy into Business Education is not merely a technological trend but a strategic imperative for producing globally competitive, self-reliant, and innovation-driven graduates. Therefore, the study examined the digital teaching strategies and entrepreneurial competence among business education undergraduates in Kwara State Universities.

Statement of the Problem

In recent years, digital technology has become a transformative force in higher education, reshaping instructional delivery and learning engagement. Universities across Nigeria, including those in Kwara State, have increasingly recognized the value of integrating digital teaching strategies such as blended learning, virtual classrooms, and multimedia presentations to enhance teaching effectiveness. Business Education, which aims to develop students' entrepreneurial competence and self-reliance, is expected to benefit significantly from such innovations. However, despite institutional efforts to digitize teaching and learning, the entrepreneurial competence of many undergraduates remains moderate or underdeveloped.

Evidence from previous studies (e.g., Adeoye & Adanikin, 2020; Okolie et al., 2021; Olokundun et al., 2023) suggests that while Nigerian university students are theoretically exposed to entrepreneurship concepts, they often lack the practical and innovative skills necessary for business creation and self-employment. Similarly, digital teaching adoption among lecturers is reported to be uneven, with many relying on basic tools such as PowerPoint and messaging platforms rather than immersive or problem-based digital learning strategies. Consequently, digital teaching in many Business Education programmes appears to emphasize content delivery rather than experiential or competence-based learning.

Therefore, the problem of this study is that, despite increased digitalization efforts in higher education, there appears to be a weak or nonexistent link between lecturers' digital teaching strategies

and the entrepreneurial competence of Business Education undergraduates in Kwara State universities. This gap necessitates an empirical investigation into the extent of digital teaching adoption, the level of entrepreneurial competence among students, and the relationship between both variables, to inform policy decisions and curriculum reforms aimed at enhancing entrepreneurship education through digital pedagogy.

Purpose of the Study

The main objective of the study was to investigate digital teaching strategies and entrepreneurial competence among business education undergraduates in Kwara State Universities. Specifically, the study sought to:

1. Examine digital teaching strategies adopted by the lecturers.
2. assessed the level of entrepreneurship competence of business education undergraduates in Kwara State.
3. determine the relationship between lecturers' digital teaching strategies and entrepreneurial competence of business education undergraduates in Kwara State

Research Questions

1. What are the digital teaching strategies adopted by the lecturers as perceived by business education undergraduates in Kwara State?
2. What is the level of entrepreneurship competence of business education undergraduates in Kwara State

Research Hypothesis

1. There is no significant relationship between lecturers' digital teaching strategies and entrepreneurial competence of business education undergraduates in Kwara State

Methodology

This study employed a descriptive survey research design of correlational type to investigate the digital teaching strategies and entrepreneurial competence among business education undergraduates in Kwara State Universities. The design was appropriate for obtaining factual data and describing existing relationships among study variables without manipulation. The population comprised 1,498 undergraduate students of Business Education from the University of Ilorin, Kwara State University (KWASU), and Al-Hikmah University. Using the Research Advisor (2006) sample size table at a 95% confidence level and 5% margin of error, a sample of 306 was determined, to which 5% was added to accommodate attrition, resulting in 321 respondents.

A purposive and simple random sampling technique was used. Purposive sampling selected the three universities offering Business Education programmes, while simple random sampling was employed to select respondents proportionally within each institution. To ensure fair representation, 150 respondents were drawn from the University of Ilorin, 107 from KWASU, and 64 from Al-Hikmah University, following proportional allocation based on student enrollment data. This ensured that findings reflected variations in institutional size and digital learning environments. Simple random sampling was used to select 150 respondents from University of Ilorin, 107 and 64 from KWASU and Al-Hikmah University respectively.

The instrument for data collection was a researcher-designed questionnaire titled "Digital Teaching Strategies and Entrepreneurial Competence Questionnaire (DTSECQ)", structured into three sections (A–C). Section A gathered respondents' demographic data; Section B measured digital teaching

strategies; while Section C focused on entrepreneurial competence. Items in Sections B and C were rated on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1).

To establish validity, the instrument was reviewed by five experts in Business Education and Educational Technology for clarity, content relevance, and construct alignment. Their assessments were quantified using face content. Based on expert feedback, several items were revised for wording precision and redundancy reduction. A pilot study was subsequently conducted on 30 students outside the study area to test reliability. The data collected were analysed using split half and Cronbach's Alpha coefficients were 0.76 for digital teaching strategies, and 0.84 for entrepreneurial competence, with an overall reliability coefficient of 0.80, signifying high internal consistency which made the instrument suitable for this study.

Data collected were analyzed using descriptive statistics (mean and standard deviation) to answer the research questions and Pearson's Product Moment Correlation (PPMC) was used to test the hypothesis at 0.05 level of significance.

Results

Participants

Out of a total of 321 sampled business education undergraduate students, 312 were fully participated in the study. A total of 146 (45.5%) were males, while 175 (54.5%) were females, which implies that a slight predominance of female students in the study. The majority of respondents, 194 (60.4%), were between the ages of 21 and 25 years, suggesting that most business education undergraduates fall within the typical university-age bracket of early adulthood. In terms of academic level, 66 (20.6%) were in 100 level, 89 (27.7%) were in 200 level, 95 (29.6%) were in 300 level, and 71 (22.1%) were in 400 level. This distribution demonstrates that the participants were fairly represented across all levels of study, thereby ensuring a balanced perspective on the issues examined in the research.

Research Question 1: What are the digital teaching strategies adopted by the lecturers as perceived by business education undergraduates in Kwara State?

Table 1:

Mean and Standard deviation showing Respondents' Perceptions on the Digital Teaching Strategies Adopted by the Lecturers

S/N	As far as I am concerned:	$\bar{X}$	SD	Rank
6	lecturers use PowerPoint and other presentation software in classroom teaching.	2.85	1.16	1st
9	my lecturers conduct virtual or blended (online and face-to-face) classes	2.59	1.10	2nd
15	lecturers receive training on digital teaching strategies	2.58	1.13	3rd
11	lecturers are skilled in handling digital instructional tools	2.57	1.06	4th
1	my lecturers frequently use digital platforms (e.g., Google Classroom, Moodle) to deliver lessons.	2.54	1.11	5th
8	lecturers provide online learning materials (e-notes, videos, links)	2.54	1.09	5th
12	lecturers assess students' performance using digital platforms	2.54	1.13	5th
4	lecturers communicate academic information through email, WhatsApp, or online forums	2.53	1.11	8th

S/N	As far as I am concerned:	$\bar{X}$	SD	Rank
10	lecturers effectively integrate ICT tools into lesson delivery to improve understanding	2.52	1.09	9th
7	students are encouraged to use digital tools for project and research work	2.51	1.14	10th
13	lecturers receive adequate institutional support for digital teaching	2.50	1.12	11th
5	digital tools are used to demonstrate practical business concepts in class	2.48	1.10	12th
3	my lecturers often give online assignments or quizzes through digital platforms.	2.39	1.14	13th
14	I observe that lecturers are enthusiastic about using new digital technologies in teaching	2.37	1.18	14th
2	lecturers use multimedia tools (videos, animations, simulations) to enhance teaching.	2.31	1.11	15th

The Table reveals that items 6, 9, and 15, which state that lecturers use PowerPoint and other presentation software in classroom teaching (X = 2.85), my lecturers conduct virtual or blended (online and face-to-face) classes (X = 2.59), and lecturers receive training on digital teaching strategies (X = 2.58), ranked 1st, 2nd, and 3rd respectively. In contrast, items 2, 14, and 3, which state that lecturers use multimedia tools (videos, animations, simulations) to enhance teaching (X = 2.31), I observe that lecturers are enthusiastic about using new digital technologies in teaching (X = 2.37), and my lecturers often give online assignments or quizzes through digital platforms (X = 2.39), ranked 15th, 14th, and 13th respectively. Since most of the items have mean scores that are at or above the benchmark mean of 2.50, it implies that the respondents generally perceived that lecturers adopt digital teaching strategies to a moderate extent. Specifically, the use of presentation software, virtual/blended classes, and training on digital teaching strategies were the most frequently adopted practices.

Research Question 2: What is the level of entrepreneurship competence of business education undergraduates in Kwara State?

Table 2:

Mean and Standard deviation showing the Level of Respondents' Entrepreneurship Competence

S/N	As far as I am concerned, I:	$\bar{X}$	SD
1	can identify viable business opportunities in my environment.	2.50	1.14
2	can prepare a business plan independently.	2.57	1.09
3	can manage financial resources effectively in business operations.	2.41	1.11
4	can use ICT tools to market products or services.	2.55	1.10
5	can develop innovative business ideas.	2.53	1.12
6	possess good communication and negotiation skills for business success.	2.57	1.14
7	am confident in taking calculated business risks.	2.48	1.13
8	can manage people and coordinate team efforts in business.	2.59	1.13
9	can identify and solve business-related problems creatively.	2.45	1.06

S/N	As far as I am concerned, I:	X̄	SD
10	am capable of applying entrepreneurial knowledge to real-life business situations.	2.51	1.16
11	can use digital tools for business promotion and management.	2.46	1.12
12	am capable of evaluating the performance of a business venture.	2.46	1.14
13	am self-motivated to start and sustain a business after graduation.	2.41	1.10
14	can adapt to changes and innovations in the business environment.	2.47	1.15
15	possess leadership qualities essential for entrepreneurship success.	2.53	1.13
	Average mean	**2.51**	

Table 2 shows the average mean score of 2.51 which is above the benchmark of 2.50. This implies that the respondents generally exhibit a moderate level of entrepreneurship competence. This suggests that business education undergraduates in Kwara State possess foundational entrepreneurial skills such as communication, teamwork, and leadership, but still need improvement in areas such as financial management, innovation, and adaptability.

Hypothesis 1: *There is no significant relationship between lecturers' digital teaching strategies and entrepreneurial competence of business education undergraduates in Kwara State*

Table 3:

Relationship between Lecturers' Digital Teaching Strategies and Entrepreneurial Competence of Business Education Undergraduates in Kwara State

Variables	Mean	Std. Deviation	N	r	Sig. (2-tailed)	Remark
Digital Teaching Strategies	37.83	4.32	312	0.09	0.081	Not Significant
Entrepreneurial Competence	37.49	4.30	312			

The result in Table 3 indicates a positive but weak correlation (r = 0.099) between lecturers' digital teaching strategies and the entrepreneurial competence of business education undergraduates in Kwara State. However, the relationship is not statistically significant (p = 0.081 > 0.05). Therefore, the null hypothesis, which states that there is no significant relationship between lecturers' digital teaching strategies and entrepreneurial competence, is not rejected.

Discussion

The finding of the study revealed that business education undergraduates generally perceived that lecturers adopt digital teaching strategies to a moderate extent. Specifically, the use of presentation software, virtual/blended classes, and training on digital teaching strategies were the most frequently adopted practices. This means that lecturers in business education programs are utilizing digital tools such as presentation software, virtual classes, and online training platforms, but possibly not to their fullest potential or on a regular basis. The reason for this finding could be that in Nigerian universities, digital strategies are supplementing traditional methods rather than fully transforming teaching and learning processes. Eze, Chinedu-Eze, and Bello (2018) reported that lecturers in Nigerian

universities demonstrated moderate use of digital teaching tools. In a related study, Adeoye and Adanikin (2020) discovered that during the transition to online and blended learning, most lecturers used presentation tools and virtual classes occasionally but lacked advanced competencies in creating interactive digital learning experiences.

The finding revealed that business education undergraduates generally exhibited a moderate level of entrepreneurship competence. It was established in the findings that business education undergraduates in Kwara State possess foundational entrepreneurial skills such as communication, teamwork, and leadership, but still need improvement in areas such as financial management, innovation, and adaptability. One major reason for this finding could be the nature of entrepreneurship education delivery in Nigerian universities. Many institutions emphasize theoretical teaching rather than practical or experiential learning. As such, students may understand entrepreneurship concepts but lack exposure to real-life business operations, internships, or mentorship opportunities that can strengthen their competence. The finding corroborates with the study of Okolie, Igwe and Elom (2021) who found that Nigerian university graduates displayed only a moderate level of employability and entrepreneurial competence. Similarly, Ediagbonya (2020) reported that business education students in South-South Nigeria exhibited moderate entrepreneurial competence. Olokundun, Falola, Salau and Ibidunni (2018) revealed that entrepreneurship education had a positive influence on students' entrepreneurial intentions, but the development of actual competencies was moderate.

Another finding showed that there was no significant relationship between lecturers' digital teaching strategies and entrepreneurial competence of business education undergraduates in Kwara State. This implies that the way lecturers adopt or apply digital teaching tools and methods does not have a measurable or direct effect on students' development of entrepreneurial skills, attitudes, and knowledge. The reason for this finding could be that many lecturers in Nigerian higher institutions use digital platforms mainly for sharing notes or assignments rather than engaging students in problem-solving, business simulations, or entrepreneurial projects. This finding negates the study of Ogbu and Ebeke (2024) who found that there was a significant relationship between digital innovation and skill acquisition among students of tertiary institutions in Nigeria.

Conclusion

The study concluded that lecturers in business education adopt digital teaching strategies to a moderate extent, mainly using presentation software, virtual classes, and online training, which serve as supplements rather than transformative tools. Business education undergraduates also demonstrated a moderate level of entrepreneurial competence, possessing basic skills but lacking innovation and practical experience. Additionally, there was no significant relationship between lecturers' digital teaching strategies and students' entrepreneurial competence, indicating that current digital practices do not effectively promote entrepreneurial skill development. This disconnection between the use of digital teaching strategies and the development of entrepreneurial competence poses a major educational concern. If digital technologies are not effectively aligned with entrepreneurship education goals, they may fail to cultivate the creative, practical, and adaptive skills needed by graduates in Nigeria's dynamic economy. Furthermore, inadequate institutional support, insufficient lecturer training, and infrastructural limitations may further weaken the potential impact of digital pedagogy on entrepreneurial outcomes.

Recommendations

Based on the findings, it was recommended that:

1. Although lecturers are using digital tools moderately, there is room for improvement. Lecturers should increase the use of interactive digital platforms, simulations, and entrepreneurial software to engage students more actively. Incorporating technologies like business simulation games or virtual incubators could enhance students' practical understanding of entrepreneurship.

2. Universities should promote group projects, startup simulations, and peer mentoring to strengthen teamwork, communication, and leadership skills while fostering innovation. Real-world problem-solving projects can also expose students to financial and managerial decision-making processes.

3. Since students exhibited moderate competence with weaknesses in innovation and financial management, universities should implement targeted training programs. Workshops, mentorship programs, and hands-on projects can help students develop creativity, innovation, and financial literacy skills critical for entrepreneurial success.

4. To strengthen the link between teaching strategies and student outcomes, lecturers should receive continuous professional development in advanced digital pedagogy and entrepreneurial teaching methods. Training should focus on creating engaging online content, using analytics for student assessment, and applying real-world business scenarios in teaching.

5. University management should provide resources such as digital labs, funding for student-led startups, and access to online entrepreneurship platforms. These resources can complement digital teaching and help students translate theoretical knowledge into practical entrepreneurial competence.

References

Adejimola, A. S., & Olufunmilayo, T. (2019). Entrepreneurship education and youth empowerment in contemporary Nigeria. *Journal of Education and Practice, 10*(14), 45–53.

Adelekan, A. A., & Salami, S. O. (2022). Entrepreneurial education and competencies as predictors of entrepreneurial intention among Nigerian university students. *Journal of Education and Practice, 13*(5), 45–56.

Adeniyi, S. A., & Ijaiya, M. A. (2022). Entrepreneurship education and the development of entrepreneurial skills among undergraduates in Nigeria. *Nigerian Journal of Educational Research and Development, 17*(2), 112–125.

Adeoye, I. A., & Adanikin, A. F. (2020). E-learning: Nigeria tertiary education system experience. *International Journal of Research and Innovation in Applied Science, 5*(5), 28–31.

Adeoye, I. A., Adanikin, A. F., & Adanikin, A. (2023). Digital pedagogy and students' engagement in higher institutions: Lessons from Nigerian universities. *Journal of Education and Learning Technology*, 15(2), 45–59.

Adewale, T. M., & Adesina, O. S. (2022). Digital competence and instructional delivery among university lecturers in Nigeria. *Journal of Education and Practice, 13(*4), 45–53.

Afolabi, A. O., Adeyemi, K. T., & Omotayo, S. M. (2023). Enhancing digital teaching capacity in Nigerian universities: Institutional strategies and challenges. *Nigerian Journal of Educational Technology, 8*(2), 22–34.

Dhawan, S. (2023). Online learning: A panacea in the time of COVID-19 crisis and beyond. *Journal of Educational Technology Systems*, 52(1), 5–22.

Ediagbonya, K. (2020). The roles of entrepreneurship education in ensuring sustainable development in Nigeria. *Journal of Business and Management Studies, 6*(2), 28–37.

Eze, S. C., Chinedu-Eze, V. C., & Bello, A. O. (2018). The utilization of e-learning facilities in the education of business education students in Nigeria. *International Journal of Educational Technology in Higher Education, 15*(34), 1–14. https://doi.org/10.1186/s41239-018-0116-z

Eze, U. N., & Nwankwo, B. O. (2022). *Attitude of lecturers towards the use of digital technologies in teaching university students in Nigeria*. International Journal of Education and Development, 10(3), 57–68.

Hamidi, Y. D., Wennberg K., & Berglund H. (2018). Creativity in entrepreneurship education. *Journal of Small Business Enterprise Development, 15*, 304–320.

Ibrahim, A. S., & Bello, L. A. (2024). *Digital pedagogy and lecturers' engagement in Nigerian universities: A contemporary analysis*. Ilorin Journal of Educational Research, 16(1), 101–115.

Kurmanov, N., Aliyeva, Z., Kabdullina, G., & Mutaliyeva, L. (2020). Digital entrepreneurship competencies among students: Methodological aspects of the maturity level and development program making. *Journal of Entrepreneurship Education, 23*(2).
Martinez, G. (2021). 5 Must-have digital skills for entrepreneurs. Retrieved from https://digitalwomen.live/learn/5-must-have-digital-skills-for-entrepreneurs

Obi, C. E., & Akpan, F. U. (2022). Integrating technology into teaching: A pathway to improved learning outcomes in Nigerian higher education. *African Journal of Teacher Education*, 11(1), 83–97.

Ogbu, V. O., & Ebeke, O. I. (2024). Innovation as a tool for enhancing skills acquisition among students of tertiary institutions in Nigeria. *Advance Journal of Education and Social Sciences*, *9*(10), 71–86. Retrieved from https://aspjournals.org/ajess/index.php/ajess/article/view/173

Ogunode, N. J., Ajibola, J. E., & Musa, A. Y. (2022). Assessment of ICT utilization for teaching in Nigerian tertiary institutions. *International Journal of Educational Studies, 5*(1), 1–10.

Ojo, M. A., & Salami, T. O. (2022). Institutional support and the adoption of digital teaching strategies among university lecturers in Southwest Nigeria. *African Journal of Educational Review, 9*(2), 88–99.

Okafor, C. J., & Nwosu, I. C. (2023). Digital literacy and pedagogical innovation among university educators in Nigeria. *Journal of Contemporary Educational Research, 7*(4), 36–48.

Okebukola, P. (2022). Digital transformation in Nigerian universities: Challenges and prospects. *Nigerian Journal of Educational Research and Evaluation*, 21(1), 14–28.

Okolie, U. C., Igwe, P. A., & Elom, E. N. (2021). Enhancing graduate employability and entrepreneurship through university education: A conceptual review. *Higher Education, Skills and Work-Based Learning, 11*(2), 354–369.

Olanrewaju, K. O., & Yusuf, M. A. (2022). Digital teaching strategies and academic performance of university students in Nigeria. *Ilorin Journal of Education*, 42(3), 112–128.

Olokundun, A. M., Falola, H. O., Salau, O. P., & Ibidunni, A. S. (2018). An assessment of the effectiveness of entrepreneurship education in developing entrepreneurial intentions among undergraduates in Nigerian universities. *Journal of Entrepreneurship Education, 21*(1), 1–10.

Olokundun, M. A., Moses, C. L., Falola, H. O., & Ibidunni, A. S. (2023). Entrepreneurial learning and competence development among Nigerian undergraduates: Implications for innovative education. *Journal of Entrepreneurship Education, 26*(3), 1–12.

Trivedi, R. H. (2017). Entrepreneurial-intention constraint model: A comparative analysis among post graduate management students in India, Singapore and Malaysia. *International Entrepreneurship and Management Journal, 13* (4), 1239–1261.

Yusuf, M. O., & Ajayi, A. A. (2023). Integration of digital tools in higher education teaching: Evidence from Nigerian universities. *Contemporary Educational Technology, 15*(1), 1–13.