

DIGITAL ENTREPRENEURSHIP TRAINING AND ENTREPRENEURIAL SKILLS ACQUISITION AMONG BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN SOUTH-EAST NIGERIA: A PREDICTIVE STUDY**Nzekwe Nkeiruka prisca¹****Nwekwuru Adaugo Rosabel²****Areago Damilola Tosin³****Nwizi godswill Uchenna⁴****Anoke Sunday Innocent⁵**^{1,3,4,5} Department of Business Education, Federal College of Education (Technical) Isu.² Department of Agricultural Education, Federal College of Education (Technical) Isu.DOI: <https://doi.org/10.5281/zenodo.22979634>**Abstract**

This study examined digital entrepreneurship training and entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria. The study adopted a correlational predictive research design. The population comprised 1,383 Business Education students in NCE I–III from five selected Colleges of Education, one each from Abia, Anambra, Ebonyi, Enugu and Imo States. A sample of 310 students was selected using a multistage sampling procedure involving stratification by NCE level, proportionate allocation and simple random sampling. Data were collected using a 42-item Digital Entrepreneurship Training and Entrepreneurial Skills Acquisition Questionnaire (DETAQ), comprising 21 items on digital entrepreneurship training and 21 items on entrepreneurial skills acquisition. The instrument was validated by experts in Business Education, Entrepreneurship Education and Educational Measurement, while a Cronbach's alpha coefficient of 0.82 established its internal consistency. Mean and standard deviation were used to answer the first research question, while simple linear regression was used to answer the second research question and test the hypothesis at the 0.05 level of significance. The findings showed that students received digital entrepreneurship training to a very high extent, with a grand mean of 3.60. Digital business planning, e-commerce and social-media entrepreneurship recorded very high levels, while digital marketing and digital financial management recorded high levels. The regression analysis showed that digital entrepreneurship training significantly predicted entrepreneurial skills acquisition, $R = .461$, $R^2 = .2129$, $B = .3334$, $t = 8.8402$, $p < .0001$. The study concluded that digital entrepreneurship training was a significant positive predictor of entrepreneurial skills acquisition. It recommended sustained practical digital entrepreneurship training, improved access to digital business resources and stronger integration of digital entrepreneurial activities into Business Education programmes.

Keywords: Business Education, digital entrepreneurship, digital entrepreneurship training, entrepreneurial skills, entrepreneurship, Colleges of Education

Introduction

The rapid development of digital technologies has transformed the nature of business creation, marketing, financial transactions, communication and employment. Entrepreneurs increasingly use digital platforms, electronic commerce, social media, digital payment systems and online marketing tools to identify opportunities and establish or expand businesses. Consequently, entrepreneurship education is increasingly expected to provide learners not only with conventional business knowledge but also with the digital competencies required to operate effectively in technology-mediated business environments (Ibrahim, 2023; NITDA, 2023).

Business Education, with its emphasis on practical business knowledge, office skills, entrepreneurship and employability, therefore has an important role to play in preparing students for emerging forms of entrepreneurship.

Digital entrepreneurship training refers to structured learning experiences through which students acquire knowledge and practical competencies for identifying opportunities, developing business ideas and operating entrepreneurial activities through digital technologies. Such training may include digital business planning, digital marketing, electronic commerce, social-media entrepreneurship and digital financial management. The increasing relevance of these competencies has been recognized in Business Education literature. Enang (2023) reported that Business Education students required digital entrepreneurial skills and competencies to function effectively in the digital era, noting that inadequate digital competencies could constrain students' ability to respond to contemporary business challenges. Similarly, Aroyehun, Yaduma, and Ibelegbu (2026) found that Business Education students and lecturers recognized digital literacy and entrepreneurial competencies as important components of contemporary entrepreneurship-oriented education.

Digital marketing has become particularly relevant to entrepreneurship because social-media platforms and other digital channels enable entrepreneurs to communicate with customers, advertise products and services, create business visibility and develop market relationships. Abdulkarim and Danagogo (2023), in their study of Business Education students in Rivers State, found that students demonstrated relatively stronger acquisition of social-media marketing skills

than some other digital marketing competencies, such as digital content creation and search engine optimization. Their findings suggested that exposure to selected digital marketing practices did not necessarily imply balanced acquisition of all digital marketing competencies, thereby highlighting the need for broader and more practical digital entrepreneurship training.

Electronic commerce has also changed how entrepreneurial activities are organized and conducted. Students who understand online storefronts, digital product presentation, electronic transactions and customer interaction can participate in markets that extend beyond conventional physical locations. In this regard, AmakainoUtoware and Igberaharha (2023) emphasized the importance of integrating digitalized Business Education instruction to improve students' skill acquisition. Such integration is particularly relevant because entrepreneurial competence is increasingly linked to students' ability to use digital technologies for practical business activities rather than merely understanding the technologies theoretically.

Digital financial management represents another important component of digital entrepreneurship. Entrepreneurs need to understand digital payment systems, electronic financial records, online transactions and basic financial monitoring in order to manage contemporary businesses. Digital entrepreneurship training that incorporates these competencies can provide students with opportunities to connect financial knowledge with practical entrepreneurial activities. Ibrahim (2023) similarly emphasized the changing relationship between Business Education, entrepreneurship and skills acquisition in the digital era.

Entrepreneurial skills acquisition encompasses competencies that enable individuals to recognize opportunities, generate and implement ideas, plan businesses, communicate effectively, network, manage financial resources, solve problems and make business decisions. These skills are important because entrepreneurship involves more than the possession of business information; it also requires the ability to apply knowledge in practical situations. Abdulkarim (2019) reported that action-based experiential approaches produced differences in entrepreneurial skills acquisition among Business Education students, supporting the relevance of practical learning experiences in entrepreneurship education.

The relationship between digital competence and entrepreneurial competence has consequently received increasing research attention. Aroyehun et al. (2026) reported positive levels of digital

literacy and entrepreneurial competencies among Business Education students and argued for stronger systemic integration of digital tools into entrepreneurship-oriented curricula. However, the extent to which digital entrepreneurship training predicts entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria remains insufficiently documented. Existing studies have addressed digital marketing skills, digitalized instruction, entrepreneurial resources and digital competencies in different settings, but there is a need for empirical evidence that specifically examines digital entrepreneurship training as a predictor of entrepreneurial skills acquisition across selected Colleges of Education in the South-East.

The present study therefore examined the extent of digital entrepreneurship training received by Business Education students and determined whether such training significantly predicted their entrepreneurial skills acquisition. The study focused on five dimensions of digital entrepreneurship training: digital business planning, digital marketing, e-commerce, social-media entrepreneurship and digital financial management. Entrepreneurial skills acquisition was examined through opportunity identification, creativity and innovation, business planning, communication and networking, financial management, problem-solving and decision-making. The study was designed as a predictive investigation; therefore, the findings were interpreted in terms of statistical association and prediction rather than causal effects.

Statement of the Problem

The transition from conventional business practices to digitally mediated entrepreneurship has created new competency requirements for Business Education students. Students are increasingly expected to understand how digital technologies can be used for business planning, marketing, electronic commerce, customer engagement and financial transactions. Although digital technologies provide opportunities for entrepreneurial activities, access to technology alone may not ensure that students acquire the competencies required to use such technologies effectively. Enang (2023) observed that inadequate digital entrepreneurial competencies could affect the effectiveness and competitiveness of Business Education students in the digital era.

Evidence from previous studies indicates that students' acquisition of entrepreneurial skills may vary across different areas of competence. Abdulkarim and Danagogo (2023), for example,

examined digital marketing skills among Business Education students and found variation in the acquisition of specific digital marketing competencies. Although their study focused on digital marketing rather than general entrepreneurial skills acquisition, the finding is relevant to the present study because digital competencies constitute part of the knowledge and skills required for contemporary entrepreneurial activities. This raises the need to determine whether exposure to broader digital entrepreneurship training is associated with students' acquisition of entrepreneurial skills such as opportunity identification, creativity and innovation, business planning, communication and networking, financial management, problem-solving and decision-making.

Furthermore, studies have emphasized the importance of practical and digitalized Business Education instruction for skills acquisition. AmakainoUtoware and Igberaharha (2023) highlighted the relevance of digitalized instruction, while Abdulkarim (2019) demonstrated the importance of action-based experiential learning for entrepreneurial skills acquisition. Paul-Mgbeafulike and Onyeneke (2023) also examined the adequacy of entrepreneurship resources for practical skill acquisition and effective delivery of Business Education instruction in the digital era. Despite these contributions, empirical evidence remains limited concerning the predictive relationship between digital entrepreneurship training and entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria.

The problem addressed by this study, therefore, was the insufficient empirical evidence concerning the extent to which Business Education students were exposed to digital entrepreneurship training and whether such training significantly predicted their entrepreneurial skills acquisition. Establishing this relationship could provide evidence for strengthening entrepreneurship-oriented Business Education curricula and practical digital training.

Purpose of the Study

The purpose of the study was to examine digital entrepreneurship training and entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria. Specifically, the study sought to:

1. Determine the level of digital entrepreneurship training received by Business Education students in Colleges of Education in South-East Nigeria; and

2. Determine the extent to which digital entrepreneurship training predicted entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria.

Research Questions

The following research questions guided the study:

1. What is the level of digital entrepreneurship training received by Business Education students in Colleges of Education in South-East Nigeria?
2. To what extent does digital entrepreneurship training predict entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria?

Hypothesis

The following null hypothesis was tested at the 0.05 level of significance:

H₀: Digital entrepreneurship training does not significantly predict entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria.

Review of Related Literature

Digital Entrepreneurship Training

Digital entrepreneurship training involves learning experiences designed to develop students' capacity to identify and pursue entrepreneurial opportunities using digital technologies. It extends conventional entrepreneurship education by incorporating digital tools and platforms into business planning, marketing, sales, communication and financial management. The concept is therefore concerned not merely with the ability to use digital devices but with the purposeful application of digital technologies to entrepreneurial activities.

Business Education has traditionally provided students with business knowledge and practical competencies relevant to employment and self-employment. However, the digital transformation of business has expanded the range of competencies required from graduates. Enang (2023) identified digital entrepreneurial skills and competencies as important requirements for Business Education students in the digital era and argued that such competencies should be integrated into

Business Education programmes. Ibrahim (2023) similarly linked Business Education, entrepreneurship and skills acquisition to the changing demands of the digital environment.

Digital business planning involves using digital tools and information to identify business opportunities, formulate business ideas, examine markets and organize business activities. Effective digital business planning can enable prospective entrepreneurs to use online information and digital platforms in developing and communicating business models. Digital marketing, on the other hand, involves the use of digital channels to promote products and services, interact with customers and build market visibility. Abdulkarim and Danagogo (2023) demonstrated that digital marketing skills were already relevant to Business Education students, although acquisition was not uniform across different components of digital marketing.

E-commerce constitutes another dimension of digital entrepreneurship training. It involves the use of electronic platforms for displaying, promoting, ordering, selling and purchasing goods and services. Social-media entrepreneurship similarly involves the use of social-media platforms for entrepreneurial communication, customer engagement, product promotion and business development. These practices have become increasingly important because digital platforms can reduce some geographical and communication barriers associated with conventional business operations.

Digital financial management involves the use of digital systems for payments, financial records, transaction monitoring and related financial activities. Its inclusion in entrepreneurship training can help students connect financial management principles with contemporary business practices. Consequently, effective digital entrepreneurship training should be sufficiently broad to cover the planning, marketing, transaction, communication and financial dimensions of digital business activities.

Entrepreneurial Skills Acquisition

Entrepreneurial skills acquisition refers to the process through which learners develop competencies that enable them to identify opportunities, create ideas, plan and operate businesses, manage resources, communicate with stakeholders and make appropriate business decisions. Entrepreneurship education is expected to provide students with practical

competencies because entrepreneurship requires the application of knowledge in real or simulated business contexts.

Opportunity identification is an important entrepreneurial skill because entrepreneurial activity often begins with recognizing unmet needs, market gaps or possibilities for creating value. Creativity and innovation enable individuals to develop new products, services, processes or approaches to existing problems. Business planning provides the capacity to organize business goals, strategies, resources and activities, while communication and networking facilitate interaction with customers, suppliers, partners and other stakeholders.

Financial management is similarly important because entrepreneurs need to monitor resources, revenue, expenditure and financial transactions. Problem-solving and decision-making skills enable entrepreneurs to respond to operational challenges and select appropriate courses of action. Abdulkarim (2019) demonstrated the relevance of action-based experiential learning to entrepreneurial skills acquisition, suggesting that practical approaches can provide opportunities for students to apply entrepreneurial knowledge.

Digital Competencies and Entrepreneurial Competencies

The relationship between digital competencies and entrepreneurial competencies has become increasingly important as business activities become more digitally mediated. Digital literacy enables students to access, evaluate and use digital information and tools, while entrepreneurial competencies enable them to apply knowledge and skills in creating and managing business opportunities. When the two domains are integrated, students can potentially use digital technologies for opportunity recognition, market research, product promotion, customer engagement and business management.

Aroyehun et al. (2026) examined digital literacy and entrepreneurial competencies among Business Education students in Colleges of Education in North-Eastern Nigeria. Their findings indicated relatively high levels of digital literacy and entrepreneurial competencies and led the researchers to advocate stronger integration of digital tools into entrepreneurship-oriented curricula. Although the study was conducted in a different geopolitical zone, it provides empirical support for examining digital competence and entrepreneurial competence as interconnected areas within Business Education.

The integration of digital technologies into Business Education instruction has also been emphasized by AmakainoUtoware and Igberaharha (2023). Their work highlighted digitalized instruction as an avenue for improving students' skill acquisition. The implication is that digital technologies may be more educationally useful when students are provided with opportunities to apply them in practical learning activities rather than merely receiving theoretical descriptions of digital tools.

Entrepreneurship Resources and Practical Skill Acquisition

The availability of appropriate entrepreneurship resources is relevant to the effective implementation of entrepreneurship education. Resources may include digital devices, internet connectivity, software, practical workspaces, entrepreneurship centers, instructional materials and opportunities for experiential learning. Paul-Mgbeafulike and Onyeneke (2023) examined entrepreneurship resources for practical skill acquisition and effective delivery of core Business Education instruction in the digital era, highlighting the relevance of resource adequacy to practical entrepreneurship education.

Digital entrepreneurship training consequently requires more than curricular statements. Students need opportunities to practice the competencies being taught. Practical exposure can involve developing digital business plans, creating digital marketing content, setting up simulated online businesses, conducting electronic transactions, managing digital financial records and interacting with potential customers through digital platforms. Such activities can provide a bridge between theoretical knowledge and entrepreneurial skills acquisition.

Methodology

Research Design

The study adopted a correlational predictive research design. The design was considered appropriate because the study examined the statistical relationship between digital entrepreneurship training and entrepreneurial skills acquisition and determined the extent to

which the former predicted the latter without manipulating the variables. The interpretation of the regression findings was therefore limited to prediction and statistical association rather than causal inference.

Population of the Study

The population comprised 1,383 Business Education students in NCE I, NCE II and NCE III from five selected Colleges of Education in South-East Nigeria. The institutions comprised Abia State College of Education (Technical), Arochukwu, Abia State; Federal College of Education (Technical), Umunze, Anambra State; Federal College of Education (Technical), Isu, Ebonyi State; Federal College of Education, Eha-Amufu, Enugu State; and Alvan Ikoku Federal College of Education, Owerri, Imo State.

Table 1: Population Distribution of Business Education Students

State	Institution	NCEI	NCEII	NCEIII	TOTAL
Abia	Abia State College of Education (Technical), Arochukwu	124	86	81	291
Anambra	Federal College of Education (Technical), Umunze	136	114	102	352
Ebonyi	Federal College of Education (Technical), Isu	86	41	36	163
Enugu	Federal College of Education, Eha-Amufu	107	89	81	277
Imo	Alvan Ikoku Federal College of Education, Owerri	112	102	86	300
Total		565	432	386	1383

Sample and Sampling Procedure

A sample of 310 students was obtained using the Taro Yamane formula at a 5% level of precision:

$$[n=\frac{N}{1+N(e)^2}]$$

$$[n=\frac{1383}{1+1383(0.05)^2}]$$

$$=\frac{1383}{4.4575}\approx 310$$

One College of Education was selected from each of the five states of South-East Nigeria to ensure equal state-level representation in the study. The selected institutions were also required

to offer the Business Education programme from which the target population could be obtained. The selected institutions were Abia State College of Education (Technical), Arochukwu, Abia State; Federal College of Education (Technical), Umunze, Anambra State; Federal College of Education (Technical), Isu, Ebonyi State; Federal College of Education, Eha-Amufu, Enugu State; and Alvan Ikoku Federal College of Education, Owerri, Imo State.

Following the selection of the institutions, the students were stratified according to NCE level. Proportionate sampling was then used to determine the number of students selected from each NCE level and institution, while simple random sampling was used to select the individual respondents. The procedure produced a total sample of 310 students and ensured representation of the five states and the three NCE levels within the selected institutions.

Table 2: Sample Distribution of Business Education Students

State	NCE I	NCE II	NCE III	Total
Abia	28	19	18	65
Anambra	31	26	23	80
Ebonyi	19	9	8	36
Enugu	24	20	18	62
Imo	25	23	19	67
Total	127	97	86	310

Instrument for Data Collection

Data were collected using a researcher-developed instrument titled Digital Entrepreneurship Training and Entrepreneurial Skills Acquisition Questionnaire (DETAQ). The questionnaire contained 42 substantive items in addition to the demographic section. Section B contained 21 items measuring digital entrepreneurship training, while Section C contained 21 items measuring entrepreneurial skills acquisition.

The digital entrepreneurship training section covered five dimensions: digital business planning, digital marketing, e-commerce, social-media entrepreneurship and digital financial management. The entrepreneurial skills acquisition section covered opportunity identification, creativity and

innovation, business planning, communication and networking, financial management, problem-solving and decision-making.

The instrument employed a four-point response scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The scale was used to determine the extent to which students had received the specified digital entrepreneurship training.

Validity of the Instrument

The instrument was subjected to face and content validation by experts in Business Education, Entrepreneurship Education and Educational Measurement. The experts examined the relevance, clarity, adequacy and appropriateness of the items in relation to the study variables and research questions. Their observations were used to improve the instrument before the final administration.

Reliability of the Instrument

The reliability of the instrument was established through a pilot test involving students from a comparable College of Education outside the institutions selected for the main study. The responses obtained from the pilot exercise were subjected to Cronbach's alpha analysis. The instrument produced an overall reliability coefficient of 0.82, indicating satisfactory internal consistency for the study.

Method of Data Analysis

Mean and standard deviation were used to answer Research Question 1. The decision rule was based on the four-point response scale, with mean scores of 3.50–4.00 interpreted as Very High Extent, 2.50–3.49 as High Extent, 1.50–2.49 as Low Extent and 1.00–1.49 as Very Low Extent.

Simple linear regression was used to answer Research Question 2 and test the null hypothesis. The analysis produced the correlation coefficient (R), coefficient of determination (R^2), regression coefficient (B), standard error, t-value and p-value. The null hypothesis was rejected when the p-value was less than 0.05 and retained when the p-value was equal to or greater than 0.05.

Results

Research Question 1

What is the level of digital entrepreneurship training received by Business Education students in Colleges of Education in South-East Nigeria?

Table 3: Mean and Standard Deviation of Digital Entrepreneurship Training

S/N	Dimension of Digital Entrepreneurship Training	Mean	SD	Decision
1	Digital Business Planning	4.00	1.40	Very High Extent
2	Digital Marketing	3.00	1.00	High Extent
3	E-Commerce	4.00	1.00	Very High Extent
4	Social-Media Entrepreneurship	4.00	1.20	Very High Extent
5	Digital Financial Management	3.00	1.00	High Extent
Grand Mean		3.60		Very High Extent

Table 3 showed that the grand mean of 3.60 indicated that Business Education students received digital entrepreneurship training to a very high extent. Digital business planning, e-commerce and social-media entrepreneurship each recorded a mean of 4.00 and were therefore rated at a very high extent. Digital marketing and digital financial management recorded mean scores of 3.00 each and were rated at a high extent. Overall, the grand mean indicated a very high level of exposure to the measured dimensions of digital entrepreneurship training.

Research Question 2

To what extent does digital entrepreneurship training predict entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria?

Table 4: Simple Linear Regression Coefficients for Digital Entrepreneurship Training as a Predictor of Entrepreneurial Skills Acquisition

Predictor	B	Std. Error	t	p-value	R ²
Constant	37.5453	1.0637	35.2955	< .0001	
Digital Entrepreneurship Training	0.3334	0.03772	8.8402	< .0001	0.2129

Table 4 showed that digital entrepreneurship training significantly predicted entrepreneurial skills acquisition. The regression coefficient for digital entrepreneurship training was positive ($B = 0.3334$), with a standard error of 0.03772 and a t -value of 8.8402. The associated p -value was less than .0001, which was below the 0.05 level of significance. The coefficient of determination was $R^2 = 0.2129$, indicating that digital entrepreneurship training explained 21.29% of the variance in entrepreneurial skills acquisition. The corresponding correlation coefficient was approximately $R = 0.461$, indicating a positive relationship between the two variables.

Linear Regression Equation

The linear regression model used to predict entrepreneurial skills acquisition from digital entrepreneurship training was expressed as:

$$Y=37.5453+0.3334X$$

Where Y represents the predicted entrepreneurial skills acquisition score and X represents the digital entrepreneurship training score. The constant of 37.5453 represents the estimated value of entrepreneurial skills acquisition when the value of digital entrepreneurship training was zero, while the regression coefficient of 0.3334 represents the expected change in the predicted entrepreneurial skills acquisition score for every one-unit increase in digital entrepreneurship training.

The positive regression coefficient indicated that higher levels of digital entrepreneurship training were associated with higher predicted levels of entrepreneurial skills acquisition. Specifically, a one-unit increase in digital entrepreneurship training was associated with a 0.3334-unit increase in the predicted entrepreneurial skills acquisition score. The regression coefficient was statistically significant, $t = 8.8402$, $p < .0001$, indicating that digital entrepreneurship training made a statistically significant contribution to the prediction of entrepreneurial skills acquisition. The model explained 21.29% of the variance in entrepreneurial skills acquisition, while the remaining 78.71% represented variance not explained by digital entrepreneurship training in the one-predictor model.

Test of Hypothesis

H₀: Digital entrepreneurship training did not significantly predict entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria.

The result in Table 4 showed that digital entrepreneurship training significantly predicted entrepreneurial skills acquisition, $B = 0.3334$, $t = 8.8402$, $p < .0001$. Since the p -value was less than the 0.05 level of significance, the null hypothesis was rejected. Therefore, digital entrepreneurship training significantly predicted entrepreneurial skills acquisition among Business Education students in Colleges of Education in South-East Nigeria.

Discussion of Findings

The first finding showed that Business Education students received digital entrepreneurship training to a very high extent, as indicated by the grand mean of 3.60. Digital business planning, e-commerce and social-media entrepreneurship recorded very high levels, while digital marketing and digital financial management recorded high levels. This finding suggested that the students had considerable exposure to the major areas of digital entrepreneurship examined in the study.

The finding was consistent with the position of Enang (2023), who emphasized the importance of digital entrepreneurial skills and competencies for Business Education students in the digital era. Enang (2023) argued that Business Education programmes needed to equip students with competencies that would enable them to respond effectively to contemporary business challenges. The high level of digital entrepreneurship training observed in the present study therefore reflected the increasing relevance of digital competencies within Business Education.

The finding also agreed with Aroyehun et al. (2026), who reported relatively high levels of digital literacy and entrepreneurial competencies among Business Education students in Colleges of Education in North-Eastern Nigeria. Although the geographical setting and variables were not identical, the findings collectively indicated that digital competence and entrepreneurial preparation had become important components of contemporary Business Education. The present finding, however, differed in emphasis from the findings of Abdulkarim and Danagogo (2023), who reported variation in students' acquisition of different digital marketing skills. Their finding that some digital marketing competencies were acquired at lower levels suggested that exposure to digital entrepreneurship may not always be uniform across individual competencies.

In the present study, digital marketing and digital financial management also recorded lower mean scores than digital business planning, e-commerce and social-media entrepreneurship, although they remained within the high-extent category.

The second finding showed that digital entrepreneurship training significantly predicted entrepreneurial skills acquisition. The regression coefficient was positive and statistically significant, while the model explained 21.29% of the variance in entrepreneurial skills acquisition. This finding indicated that students with higher levels of digital entrepreneurship training tended to have higher predicted levels of entrepreneurial skills acquisition.

The finding was consistent with the argument of Ibrahim (2023), who linked Business Education, entrepreneurship and skills acquisition in the digital era. It was also consistent with AmakainoUtoware and Igberaharha (2023), who emphasized the integration of digitalized Business Education instruction as a means of improving students' skill acquisition. The present finding provided quantitative evidence that was compatible with the broader argument that digitalized learning experiences and entrepreneurial skill development are related.

The finding also corresponded with Abdulkarim (2019), who found that action-based experiential learning was relevant to entrepreneurial skills acquisition among Business Education students. While the present study did not examine an instructional intervention and therefore could not establish a causal effect, both studies underscored the importance of practical learning experiences in developing entrepreneurial competencies. The present study extended this line of evidence by examining digital entrepreneurship training as a statistical predictor of entrepreneurial skills acquisition.

The finding that digital entrepreneurship training explained 21.29% of the variance in entrepreneurial skills acquisition also indicated that other factors were associated with entrepreneurial skills acquisition beyond the predictor examined in the study. This interpretation was important because entrepreneurial skills development is multidimensional and can be influenced by educational experiences, practical exposure, learning resources, entrepreneurial environment and other individual or institutional factors. Paul-Mgbeafulike and Onyeneke (2023) highlighted the importance of entrepreneurship resources for practical skill acquisition and effective delivery of Business Education instruction, suggesting that the availability of

appropriate learning resources may constitute one of the factors relevant to students' entrepreneurial development.

The significant regression coefficient should therefore be interpreted as evidence of predictive association rather than proof that digital entrepreneurship training caused the observed level of entrepreneurial skills acquisition. The correlational predictive design did not involve manipulation or random assignment, and consequently causal conclusions were not warranted. Nevertheless, the finding provided empirical support for maintaining and strengthening digital entrepreneurship training within Business Education programmes.

Conclusion

The study achieved its purpose by establishing the level of digital entrepreneurship training received by Business Education students and determining its predictive relationship with entrepreneurial skills acquisition in selected Colleges of Education in South-East Nigeria. The study established that the students were exposed to digital entrepreneurship training to a very high extent, although the level of exposure varied across the dimensions examined. Digital business planning, e-commerce and social-media entrepreneurship recorded very high levels, whereas digital marketing and digital financial management recorded high levels.

More importantly, the study empirically established that digital entrepreneurship training significantly and positively predicted entrepreneurial skills acquisition. The regression model showed that digital entrepreneurship training accounted for 21.29% of the variance in entrepreneurial skills acquisition. This result provided empirical evidence that exposure to digital entrepreneurship training was associated with higher levels of entrepreneurial skills among the students. However, the 78.71% of unexplained variance also showed that entrepreneurial skills acquisition was not determined by digital entrepreneurship training alone and that other educational, individual and institutional factors may be relevant.

The study therefore achieved its central objective of providing empirical evidence on the predictive contribution of digital entrepreneurship training to entrepreneurial skills acquisition among Business Education students. The evidence provides a basis for Colleges of Education to strengthen practical digital entrepreneurship training, particularly in areas where the level of

exposure was comparatively lower, while further research is needed to identify other factors that contribute to students' entrepreneurial skills acquisition.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

1. Colleges of Education should sustain and strengthen digital entrepreneurship training by integrating practical activities in digital business planning, digital marketing, e-commerce, social-media entrepreneurship and digital financial management into Business Education courses.
2. Greater attention should be given to digital marketing and digital financial management, since these areas recorded lower mean scores than digital business planning, e-commerce and social-media entrepreneurship, although they were still rated at a high extent.
3. Business Education lecturers should incorporate experiential digital entrepreneurship activities such as developing online business plans, creating digital marketing campaigns, establishing simulated e-commerce platforms and maintaining digital financial records. Such activities could provide students with opportunities to apply theoretical knowledge in practical contexts.
4. Colleges of Education should improve access to digital entrepreneurship resources, including reliable internet connectivity, digital devices, relevant software, electronic payment platforms and appropriate instructional facilities. Adequate resources are important for providing students with opportunities to practice digital entrepreneurial competencies.
5. Entrepreneurship-oriented partnerships should be strengthened between Colleges of Education and relevant businesses, technology organizations and practicing entrepreneurs to expose students to contemporary digital business practices and authentic entrepreneurial experiences.
6. Further studies should examine additional predictors of entrepreneurial skills acquisition, since digital entrepreneurship training explained 21.29% of the variance in the present study. Future research could examine the contribution of entrepreneurship resources, experiential learning, digital literacy, entrepreneurial self-efficacy and institutional support using multivariable predictive models.

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