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EFFECTIVE EXPLORATION OF DIGITAL ENTREPRENEURSHIP
OPPORTUNITIES AMONG UNIVERSITIES IN LAGOS STATE**

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ASSESSMENT OF SKILLS ACQUIRED BY BUSINESS EDUCATION STUDENTS FOR EFFECTIVE EXPLORATION OF DIGITAL ENTREPRENEURSHIP OPPORTUNITIES AMONG UNIVERSITIES IN LAGOS STATE

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Abstract

The study examines assessment of skills acquired by business education students for effective exploration of digital entrepreneurship opportunities among universities in Lagos State. Though the move to a digital entrepreneurship economy has started in the post-industrial era, its growth was sluggish globally, however, the sudden occurrence of Covid-19 has been recorded to have hastened the process and provided numerous chances for digital innovation and opportunities. Meanwhile, business education is a program based on a vision and a set of competencies designed to prepare students to become knowledgeable, ethical business decision-makers and entrepreneurs. In carrying out the study, the descriptive research design was adopted. The study population was 212 final-year business education students in the University of Lagos and Lagos State University, out of which only 132 students were sampled for the study. An instrument titled the "Digital Entrepreneurial Skills of Business Education Students Questionnaire (DESBESQ)" was used to collect data needed for the study. Inferential statistics of independence sample t-test were used to test the hypotheses formulated at a 0.05 level of significance. The findings showed that not all variable the table shows a p-value (0.326), which is higher compared to the significant value of 0.05, for 130 degrees of freedom. The finding reveals that there is no significant difference in the level of skills acquired by business education students for the effective exploration of e-commerce opportunities among Universities in Lagos State. It was concluded that there is a need to develop their skills in digital marketing and e-content writing and there is a need for universities to provide business education students with the necessary training and education to develop their skills in these areas.

Introduction

The concept of entrepreneur has been described by many authors and have been equally viewed from the roles they played in our economic, political, or social lives (Kuratko, 2019.) Entrepreneurship according to Hisrich and Peter (2015) is the process of creating something new, with value and devoting the necessary time and effort assuming the accompanying financial

psychic and social risks, receiving the resulting reward of monetary or personal satisfaction and independence. Agomuo (2012) further asserted that entrepreneurship is a process of bringing together creative and innovative ideas, combining them with management and organizational skills to combine people, money, and resources to meet an identified need and thereby create wealth. Entrepreneurship is now seen as an important component within the contemporary economic development of a nation. Experts in the field believed entrepreneurship is regarded as a catalyst for economic growth, employment, and wealth creation (Henry, Hill & Lettch, 2013). The European Commission 2003 shared the same view and suggests that entrepreneurship is a major driver of innovation, competitiveness, and economic strength of a modern nation, they further emphasize the important role that business education has in the development of entrepreneurial mindsets and talents especially in enhancing entrepreneur competencies. Entrepreneurial means having the qualities that are needed to succeed as an entrepreneur.

However, the post-industrial stage of development characterized by the creation of new information and communication technologies, demands significant sociocultural changes. According to many researchers the performer should be replaced by creators competent not only in a particular field, but also skilled in many areas including the digital entrepreneurship competencies. The need to explore digital entrepreneurship opportunities was exacerbated by the sudden occurrence of the deadly Covid-19, which caused most countries around the world, including Nigeria, to engage in travel restrictions, mandatory quarantines for travelers, social distancing, bans on public gatherings, school and university closures, company closures, self-isolation, curfews, and lockdown, to name a few examples (Falobi et.al. 2023). which all result into human activity including physical operations for the business came to a halt as people were forced to work from home.

As a result of this unexpected disruption in typical company operations, the organization began to embrace the needs of digital labour and robots, resulting in a shift toward increased automation in order to maintain uninterrupted operations amid crises by leveraging digital tools, platforms, and technology. Even well-established organizations that had not previously engaged in digital operations have begun to explore the digital domain for marketing their businesses. However, many organisations in the manufacturing, service, and public sectors have limited access and orientation toward digital technology implementation and monitoring, hence they need to allow

third parties to manage digital business operations on their behalf and fueling the demand for digital entrepreneurship. Though the availability and use of multiple digital platforms such as e-commerce, drop shipping sites, electronic forex exchange, virtual affiliate programs and crypto trading platforms have become an inseparable part of life for most people in developed countries even before Covid-19, the digital entrepreneurship platforms were not considered by many entrepreneurs in developing countries such as Nigeria prior to the Covid-19. It can be owing to reasons such as lack of familiarity, free-flow movement, and no pressure of simplifying business activities. However, with the sudden emergence of the deadly Covid-19 virus, many young people in developing countries, including Nigeria, lost their jobs, forcing them to seek alternative means of earning a living, and it has been demonstrated that digitally-oriented and technologically-driven platforms play a key role in enhancing employment levels and innovation culture (Modgil, et. al., 2022).

Business education at its foundation level has an entrepreneurship component. Thus, it is often perceived as education “for and about” business or training in business skills, attitudes, and competencies, (Okoro, 2017). Business education is an essential component of vocational education that aims to provide students with the necessary digital entrepreneurial skills to enable them to function in society. Business education is education for self-reliant and economic development (Falobi, 2022) Business education in actual fact focuses on developing skills in a variety of areas, including Office Technology and Management, Management Information System, Management, Marketing, Digital Marketing, Entrepreneurship, Cooperative Studies, Insurance, and Accounting, among others. It is therefore expected that the various components of Business Education courses with different skills are excellently delivered to the learners to become entrepreneurs through digital entrepreneurial skills they have acquired (Ishola & Falobi 2021).

Theoretical Framework

Theory of opportunity creation

Mot (2011) propounded this idea, which was later amended by Shamsudeen et al (2017). Opportunity creation is the process of establishing and creating entrepreneurial prospects, as well as the previously specified or unknown methods and ends of the opportunity, via the acts of an entrepreneur. The philosophy of opportunity creation holds that the purpose of entrepreneurs is to create and capitalize on opportunities (Shane & Venkatraman, 2000). The theories also acknowledge that opportunities arise when there are competitive defects in a market or sector. Competitive flaws are supposed to come exogenously from changes in technology, customer

preferences, or other aspects of the context in which an industry or market operates in discovery theory (Kirzner, 1973). Shane (2003) mentions technical developments, political and regulatory changes, and social and demographic changes as examples of events that might disturb the competitive equilibrium that exists in a market or sector, hence producing opportunities in his assessment of the literature.

The diffusion of innovation theory

Everett M. Rogers formulated this theory in 1962. It developed in communication to describe how an idea or product develops traction and diffuses (or spreads) within a certain population or social system over time. As a result of this spread, individuals embrace a new concept, habit, or product as part of a social system. Adoption implies that a person performs something different from what they previously did (i.e., purchase or use a new product, acquire and perform a new behavior, etc.). Adoption requires that the individual regard the concept, action, or product as novel or inventive. Diffusion is only possible through this.

Adoption of a new concept, activity, or product (i.e., "innovation") does not occur immediately in a social system; rather, it is a process in which certain individuals are more likely than others to embrace the innovation. Researchers discovered that those who accept an invention early have distinct traits from those who acquire it later. When promoting an invention to a specific demographic, it is critical to identify the features of that population that will aid or impede acceptance of the innovation. There are five defined adopter groups, and while the bulk of the general public tends to fit in the intermediate categories, understanding the characteristics of the target demographic is still crucial. When promoting an invention, many tactics are utilized to appeal to the various adopter segments.

1. **Innovators** - These are people who want to be the first to try the innovation. They are venturesome and interested in new ideas. These people are very willing to take risks, and are often the first to develop new ideas. Very little, if anything, needs to be done to appeal to this population.
2. **Early Adopters** - These are people who represent opinion leaders. They enjoy leadership roles and embrace change opportunities. They are already aware of the need to change and so are very comfortable adopting new ideas. Strategies to appeal to this population include

how-to manuals and information sheets on implementation. They do not need information to convince them to change.

3. **Early Majority** - These people are rarely leaders, but they do adopt new ideas before the average person. That said, they typically need to see evidence that the innovation works before they are willing to adopt it. Strategies to appeal to this population include success stories and evidence of the innovation's effectiveness.
4. **Late Majority** - These people are skeptical of change and will only adopt an innovation after it has been tried by the majority. Strategies to appeal to this population include information on how many other people have tried the innovation and have adopted it successfully.
5. **Laggards** - These people are bound by tradition and very conservative. They are very skeptical of change and are the hardest group to bring on board. Strategies to appeal to this population include statistics, fear appeals, and pressure from people in the other adopter groups.

Digital entrepreneurship is a business that uses technology to gain market share without making personal contact. This adds an additional layer of complexity to cold start enterprises and emphasizes the importance of reaching a critical mass of people and/or data to develop a solid resource base. Digital entrepreneurs bring new ideas to the market by changing from past positions or merging existing ideas to create new ones. It is critical for company owners to perform extensive market research in order to understand consumer wants and generate unique and distinctive products and services. People are excited by fresh and cutting-edge concepts that address business problems in the age of connectivity and the Internet. As a result, the diffusion of innovation theory (DoI) is ideally suited to investigating the possibilities of digital entrepreneurship. The DoI helps company executives see how, why, and how rapidly new ideas and technologies will evolve. DoI helps company owners analyze and forecast client acceptance of their products or services (Marcati. et. al., 2008). So, in order to welcome innovation, digital entrepreneurs must be fully aware of every element that might assist or hinder them.

Hence, Given that the Covid-19 pandemic experience has changed young people's ideas and views toward learning and embracing the opportunities available in the digital space, of which business education is a program of study designed to teach recipients the intricacies of doing business both physically and electronically, it is thus necessary to investigate the skills that the program's

recipients have acquired in order to effectively explore the current surge in digital entrepreneurship opportunities.

Statement of the Problem

Though the move to a digital entrepreneurship economy has started in the post-industrial era, its growth was sluggish globally, however, the sudden occurrence of Covid-19 has been recorded to have hastened the process and provided numerous chances for digital innovation and opportunities. This was due to the unexpected disruption in typical company operations, which made organisations start embracing the needs of digital labour and robots, resulting in a shift toward increased automation in order to maintain uninterrupted operations amid crises by leveraging digital tools, platforms, and technology. Meanwhile, business education is a program based on a vision and a set of competencies designed to prepare students to become knowledgeable, ethical business decision-makers and entrepreneurs. Hence, it is expected that the majority of recipients of the business education program will be exploring digital entrepreneurship opportunities; however, observations of Nigerian society show that most graduates of the program are still competing with others for a share of the country's limited employment opportunities. The question then becomes whether the recipients of business education actually acquired the necessary skills to capitalize on digital opportunities. As a result the aforementioned points, there is a need for this research.

Research Questions

The following research questions are raised to guide the study:

1. What is the level of skills acquired by business education students for the effective exploration of social media marketing opportunities in Universities in Lagos State?
2. What is the level of skills acquired by business education students for the effective exploration of digital marketing opportunities in Universities in Lagos State?
3. What is the level of skills acquired by business education students for the effective exploration of E-commerce business opportunities in Universities in Lagos State?
4. What is the level of skills acquired by business education students for the effective exploration of E-content writing opportunities in Universities in Lagos State?
5. What is the level of skills acquired by business education students for the effective exploration of copywriting opportunities in Universities in Lagos State?

Research Hypotheses

The following hypotheses were tested in this study:

HO₁: There is no significant difference in the level of skills acquired by business education students for the effective exploration of social media marketing opportunities among Universities in Lagos State.

HO₂: There is no significant difference in the level of skills acquired by business education students for the effective exploration of digital marketing opportunities among Universities in Lagos State.

HO₃: There is no significant difference in the level of skills acquired by business education students for the effective exploration of E-commerce business opportunities among Universities in Lagos State.

HO₄: There is no significant difference in the level of skills acquired by business education students for the effective exploration of E-content writing opportunities among Universities in Lagos State.

HO₅: There is no significant difference in the level of skills acquired by business education students for the effective exploration of copywriting opportunities among Universities in Lagos State.

Methodology

The descriptive research design was adopted for this research work. The population for this study consist of all 147 and 65 final-year business education students at the University of Lagos and Lagos State University, respectively. Hence, the study's target population was 212 final-year business education students. The sample size of this study was 132. The sample was selected using the simple random sampling technique. An instrument that was titled the Digital Entrepreneurial Skills of Business Education Students Questionnaire (DESBESQ) was used to collect data for the research. . The collected data were analyzed using Cronbach alpha coefficient to determine the degree of reliability of the instrument. The Cronbach alpha coefficient yielded a result of 0.82, which were considered valid and reliable enough for the study. This is used to test the internal consistency of the instrument using Statistical Package for Social Sciences (SPSS) 21.0. The data collected was analyzed using inferential statistics of the independent sample t-test to test the null hypotheses. All hypotheses were tested at a 0.05 level of significance using Statistical Package for Social Science (SPSS).

Results

Research Question 1: What is the level of skills acquired by business education students for the effective exploration of social media marketing opportunities in Universities in Lagos State?

Table 1: Descriptive statistics showing the level of skills acquired by business education students for the effective exploration of social media marketing opportunities

S/N	ITEMS	VHE	HE	LE	VLE	Mean
1.	Knowledge of brand immersion and representation	35 (26.5%)	38 (28.8%)	32 (24.2%)	27 (20.5%)	2.61
2.	Knowledge of customer service practices.	38 (28.8%)	56 (42.4%)	23 (17.4%)	15 (11.4%)	2.89
3.	Awareness of social media trends	40 (30.3%)	63 (47.7%)	12 (9.1%)	17 (12.9%)	2.95
4.	Ability to embrace channel diversity	52 (39.4%)	29 (22.0%)	37 (28.0%)	14 (10.6%)	2.90
5.	Relationship building capacity	42 (31.8%)	63 (47.7%)	17 (12.9%)	10 (7.6%)	3.04
6.	Strong visual sense	42 (31.6%)	40 (30.3%)	29 (22.0%)	21 (15.9%)	2.78
Grand Mean						2.86

Source: Fieldwork, 2023

Key: 1 = Very Low Extent; 2 = Low Extent; 3 = High Extent; 4 = Very High Extent

Decision: 0.00 - 2.44 = Low; 2.45 – 4.00 = High

Table 1 shows the descriptive statistic showing the level of skills acquired by business education students for the effective exploration of social media marketing opportunities in Universities in Lagos State. The table revealed that the respondents agreed that they are highly skilled in the following areas: Knowledge of brand immersion and representation (M = 2.61); Knowledge of customer service practices (M = 2.89); Awareness of social media trends (M = 2.95); Ability to embrace channel diversity (M = 2.90); Relationship building capacity (M = 3.04); and lastly, Strong visual sense (M = 2.78). Overall, a grand mean of 2.86 was obtained out of the 4.00 maximum value obtainable, which falls within the decision value for highly skilled, it can be inferred that business education students are highly skilled for the effective exploration of social media marketing opportunities in Universities in Lagos State.

Research Question 2: What is the level of skills acquired by business education students for the effective exploration of digital marketing opportunities in Universities in Lagos State?

Table 2: Descriptive statistic showing level of skills acquired by business education students for the effective exploration of digital marketing opportunities

S/N	ITEMS	VHE	HE	LE	VLE	Mean
1.	Knowledge of graphic designing.	5 (3.8%)	9 (6.8%)	32 (24.2%)	86 (65.2%)	1.49
2.	Knowledge advertising banner creation (e.g., google ads, Youtube ads, Facebook ads)	23 (17.4%)	15 (11.4%)	40 (30.3%)	54 (40.9%)	2.05
3.	Knowledge of data analytical tools like google Analytics.	10 (7.6%)	12 (9.1%)	67 (50.8%)	43 (32.6%)	1.92
4.	Ability to make use of Canva business tools.	28 (21.2%)	12 (9.1%)	37 (28.0%)	55 (41.7%)	2.09
5.	Ability to identify and explore Pay-per-Click opportunities.	8 (6.1%)	20 (15.2%)	55 (41.7%)	49 (37.1%)	1.90
6.	Knowledge of SEMrush Display Advertising Analytics	-	10 (7.6%)	29 (21.9%)	93 (70.5%)	1.32
Grand Mean						1.79

Source: Fieldwork, 2023

Key: 1 = Very Low Extent; 2 = Low Extent; 3 = High Extent; 4 = Very High Extent

Decision: 0.00 - 2.44 = Low; 2.45 – 4.00 = High

Table 2 shows the descriptive statistic showing the level of skills acquired by business education students for the effective exploration of digital marketing opportunities in Universities in Lagos State. The table revealed that the respondents agreed that they have little or no skilled in the following areas: Knowledge of graphic designing (M = 1.49); Knowledge advertising banner creation (M = 2.05); Knowledge of data analytical tools like google Analytics (M = 1.92); Ability to make use of Canva business tools (M = 2.09) Ability to identify and explore Pay-per-Click opportunities (M = 1.90); and Knowledge of SEMrush Display Advertising Analytics (M = 1.32). Overall, a grand mean of 1.79 was obtained out of the 4.00 maximum value obtainable, which falls within the decision value for low skilled, it can be inferred that business education students have acquired little or no skills for the effective exploration of digital marketing opportunities in Universities in Lagos State.

Research Question 3: What is the level of skills acquired by business education students for the effective exploration of E-commerce business opportunities in Universities in Lagos State?

Table 3: Descriptive statistic showing level of skills acquired by business education students for the effective exploration of E-commerce opportunities

S/N	ITEMS	VHE	HE	LE	VLE	Mean
1.	Ability to operate different office machines.	29 (22.0%)	40 (30.3%)	33 (25.0%)	30 (22.7%)	2.52
2.	Ability to use different word processing packages or software.	40 (30.3%)	48 (36.4%)	34 (25.8%)	10 (7.6%)	2.89
3.	Ability to prepare mailable documents	22 (16.7%)	42 (31.8%)	35 (26.5%)	33 (25.0%)	2.40
4.	Exhibit self-confidence to select appropriate reproduction processes in collating and binding documents	40 (30.3%)	50 (37.9%)	21 (15.9%)	21 (15.9%)	2.83
5.	Ability to communicate ideas, thoughts, information and messages in form of letters, reports, and manuals.	39 (31.0%)	53 (42.1%)	14 (11.1%)	20 (15.9%)	2.88
6.	Knowledge of drop shipping trading.	5 (3.8%)	9 (6.8%)	32 (24.2%)	86 (65.2%)	1.49
Grand Mean						2.50

Source: Fieldwork, 2023

Key: 1 = Very Low Extent; 2 = Low Extent; 3 = High Extent; 4 = Very High Extent

Decision: 0.00 - 2.44 = Low; 2.45 – 4.00 = High

Table 3 shows the descriptive statistic showing the level of skills acquired by business education students for the effective exploration of e-commerce opportunities in Universities in Lagos State. The table revealed that the respondents agreed that they have skills in the following areas: Ability to operate different office machines (M = 2.52); Ability to use different word processing packages or software (M = 2.89); Exhibit self-confidence to select appropriate reproduction processes in collating and binding documents (M = 2.83); and lastly, Ability to communicate ideas, thoughts, information and messages in form of letters, reports, and manuals (M = 2.88). However, the majority of the respondents expressed that they have less skill in the following areas: Ability to prepare mailable documents (M = 2.40) and Knowledge of drop shipping trading (M = 1.49). Overall, a grand mean of 2.50 was obtained out of the 4.00 maximum value obtainable, which falls within the decision value for highly skilled, it can be inferred that business education students are highly skilled for the effective exploration of e-commerce opportunities in Universities in Lagos State.

Research Question 4: What is the level of skills acquired by business education students for the effective exploration of E-content writing opportunities in Universities in Lagos State?

Table 4: Descriptive statistic showing level of skills acquired by business education students for the effective exploration of E-content writing opportunities

S/N	ITEMS	VHE	HE	LE	VLE	Mean
1.	Ability to adapt to the need of different clients.	23 (17.4%)	62 (47.0%)	25 (18.9%)	22 (16.7%)	2.65
2.	Knowledge of the Microsoft 365 package.	32 (24.2%)	43 (32.6%)	35 (26.5%)	22 (16.7%)	2.64
3.	Knowledge of paraphrasing tools (e.g., word tune, Quilbot).	-	12 (9.1%)	35 (26.5%)	85 (64.4%)	1.45
4.	Ability to use keyword planners (e.g., Google and Bing keyword planners)	10 (7.6%)	12 (9.1%)	21 (15.9%)	89 (67.4%)	1.57
5.	Ability to choose a good call-to-action phrase.	3 (2.3%)	7 (5.3%)	44 (33.3%)	78 (59.1%)	1.51
6.	Knowledge of Google Translator.	27 (20.5%)	51 (38.6%)	43 (32.6%)	11 (8.3%)	2.71
Grand Mean						2.09

Source: Fieldwork, 2023

Key: 1 = Very Low Extent; 2 = Low Extent; 3 = High Extent; 4 = Very High Extent

Decision: 0.00 - 2.44 = Low; 2.45 – 4.00 = High

Table 4 shows the descriptive statistic showing the level of skills acquired by business education students for the effective exploration of E-content writing opportunities in Universities in Lagos State. The table revealed that the respondents agreed that they have skills in the following areas: Ability to adapt to the need of different clients (M = 2.65); Knowledge of the Microsoft 365 package (M = 2.64) and Knowledge of Google Translator (M = 2.72). However, the majority of the respondents expressed that they have less skill in the following areas: Knowledge of paraphrasing tools (M = 1.45); Ability to use keyword planners (M = 1.57) and Ability to choose a good call-to-action phrase (M = 1.51). Overall, a grand mean of 2.09 was obtained out of the 4.00 maximum value obtainable, which falls within the decision value for low skilled, it can be inferred that business education students have acquired little or no skills for the effective exploration of e-content writing opportunities in Universities in Lagos State.

Research Question 5: What is the level of skills acquired by business education students for the effective exploration of copywriting opportunities in Universities in Lagos State?

Table 5: Descriptive statistic showing the level of skills acquired by business education students for the effective exploration of copywriting opportunities

S/N	ITEMS	VHE	HE	LE	VLE	Mean
1.	English Language Skills (Grammar, Punctuation, Spelling)	55 (41.7%)	37 (28.0%)	24 (18.2%)	16 (12.1%)	2.99
2.	Ability to proofread effectively.	33 (25.0%)	51 (38.6%)	33 (25.0%)	15 (11.4%)	2.77
3.	Ability to listen effectively.	53 (40.2%)	39 (29.5%)	19 (14.4%)	14 (10.6%)	3.05
4.	Knowledge of Answers the public	44 (33.3%)	60 (45.5%)	23 (17.4%)	5 (3.8%)	3.08
5.	Knowledge of Spy fu competitor analysis	32 (24.2%)	56 (42.4%)	17 (12.9%)	27 (20.5%)	2.70
6.	Knowledge of Hemingway editor	-	24 (18.2%)	43 (32.6%)	65 (49.2%)	1.69
Grand Mean						2.71

Source: *Fieldwork, 2023*

Key: 1 = Very Low Extent; 2 = Low Extent; 3 = High Extent; 4 = Very High Extent

Decision: 0.00 - 2.44 = Low; 2.45 – 4.00 = High

Table 5 shows the descriptive statistic showing the level of skills acquired by business education students for the effective exploration of copywriting writing opportunities in Universities in Lagos State. The table revealed that the respondents agreed that they have skills in the following areas of copywriting: English Language Skills (M = 2.99); Ability to proofread effectively (M = 2.77); Ability to listen effectively (M = 3.05); Knowledge of answers the public (M = 3.08); and lastly, Knowledge of Spyfu competitor analysis (M = 2.70). However, the majority of the respondents expressed that they have less skill in the following areas of copywriting: Knowledge of Hemingway editor (M = 1.69). Overall, a grand mean of 2.71 was obtained out of the 4.00 maximum value obtainable, which falls within the decision value for highly skilled, it can be inferred that business education students are highly skilled for the effective exploration of copywriting opportunities in Universities in Lagos State.

Hypotheses Testing

The results of the study were obtained from the five hypotheses tested and analyzed.

H0₁: There is no significant difference in the level of skills acquired by business education students for the effective exploration of social media marketing opportunities among Universities in Lagos State.

Table 6: T-Test analysis showing the difference in the level of skills acquired by business education students for the effective exploration of social media marketing opportunities among tertiary institutions in Lagos State

Variable	N	\bar{X}	S.Dev	Df	Cal t-value	P-value	Decision
University of Lagos	81	3.01	.527	130	-.872	.385	Ho ₁ Accepted
Lagos State University	51	3.09	.585				

***Significant P > .05**

The above table shows the calculated t-value of -0.872 , which means that business education students at Lagos State University have acquired more skills in social media marketing compared to their counterparts at the University of Lagos. However, the table shows a p-value (0.385), which is higher compared to the significant value of 0.05 , for 130 degrees of freedom. Therefore, the hypothesis, which states that there is no significant difference in the level of skills acquired by business education students for the effective exploration of social media marketing opportunities among Universities in Lagos State is accepted. The finding reveals that there is no significant difference in the level of skills acquired by business education students for the effective exploration of social media marketing opportunities among Universities in Lagos State.

H0₂: There is no significant difference in the level of skills acquired by business education students for the effective exploration of digital marketing opportunities among Universities in Lagos State.

Table 7: T-Test analysis showing the difference in the level of skills acquired by business education students for the effective exploration of digital marketing opportunities among tertiary institutions in Lagos State

Variable	N	\bar{X}	S.Dev	Df	Cal t-value	P-va	Decision
University of Lagos	81	2.87	.529	130	.052	.959	Ho ₂ Accepted
Lagos State University	51	2.86	.619				

***Significant P > .05**

The above table shows the calculated t-value of 0.052, which means that business education students at Lagos State University have acquired fewer skills in digital marketing compared to their counterparts at the University of Lagos. However, the table shows a p-value (0.959), which is higher compared to the significant value of 0.05, for 130 degrees of freedom. Therefore, the hypothesis, which states that there is no significant difference in the level of skills acquired by business education students for the effective exploration of digital marketing opportunities among Universities in Lagos State is accepted. The finding reveals that there is no significant difference in the level of skills acquired by business education students for the effective exploration of digital marketing opportunities among Universities in Lagos State.

H0₃: There is no significant difference in the level of skills acquired by business education students for the effective exploration of E-commerce business opportunities among Universities in Lagos State.

Table 8: T-Test analysis showing the difference in the level of skills acquired by business education students for the effective exploration of *E-commerce business opportunities* among tertiary institutions in Lagos State

Variable	N	\bar{X}	S.Dev	Df	Cal t-value	P-val	Decision
University of Lagos	81	2.85	.506	130	.791	.430	Ho ₃ Accepted
Lagos State University	51	2.77	.593				

***Significant P > .05**

The above table shows the calculated t-value of 0.791, which means that business education students in Lagos State University have acquired fewer skills in e-commerce business compared to their counterparts at the University of Lagos. However, the table shows a p-value (0.430), which is higher compared to the significant value of 0.05, for 130 degrees of freedom. Therefore, the hypothesis, which states that there is no significant difference in the level of skills acquired by business education students for the effective exploration of e-commerce opportunities among Universities in Lagos State is accepted. The finding reveals that there is no significant difference in the level of skills acquired by business education students for the effective exploration of e-commerce opportunities among Universities in Lagos State.

H04: There is no significant difference in the level of skills acquired by business education students for the effective exploration of E-content writing opportunities among Universities in Lagos State.

Table 9: T-Test analysis showing the difference in the level of skills acquired by business education students for the effective exploration of *E-content writing business opportunities* among tertiary institutions in Lagos State

Variable	N	\bar{X}	S.Dev	Df	Cal t-value	P-val	Decision
University of Lagos	81	2.81	.551	130	1.327	.038	Ho4 Rejected
Lagos State University	51	2.68	.562				

***Significant $P < .05$**

The above table shows the calculated t-value of 1.327, which means that business education students in Lagos State University have acquired fewer skills in E-content writing business compared to their counterparts at the University of Lagos. The table then shows a p-value (0.038), which is lower compared to the significant value of 0.05, for 130 degrees of freedom. Therefore, the hypothesis, which states that there is no significant difference in the level of skills acquired by business education students for the effective exploration of E-content writing opportunities among Universities in Lagos State is rejected. The finding reveals that there is a significant difference in the level of skills acquired by business education students for the effective exploration of E-content writing opportunities among Universities in Lagos State.

H0₅: There is no significant difference in the level of skills acquired by business education students for the effective exploration of copywriting opportunities among Universities in Lagos State.

Table 10: T-Test analysis showing the difference in the level of skills acquired by business education students for the effective exploration of *copywriting business* opportunities among tertiary institutions in Lagos State

Variable	N	\bar{X}	S.Dev	Df	Cal t-value	P-value	Decision
University of Lagos	81	2.11	.536	130	.985	.326	Ho ₅ Accepted
Lagos State University	51	2.00	.664				

***Significant P > .05**

The above table shows the calculated t-value of 1.327, which means that business education students at Lagos State University have acquired fewer skills in copywriting business compared to their counterparts at the University of Lagos. However, the table shows a p-value (0.326), which is higher compared to the significant value of 0.05, for 130 degrees of freedom. Therefore, the hypothesis, which states that there is no significant difference in the level of skills acquired by business education students for the effective exploration of copywriting opportunities among Universities in Lagos State is accepted. The finding reveals that there is no significant difference in the level of skills acquired by business education students for the effective exploration of copywriting opportunities among Universities in Lagos State.

Discussion

The study revealed in table 1 that business education students at Lagos State University have acquired more skills in social media marketing compared to their counterparts at the University of Lagos. However, there is no significant difference in the level of skills acquired by business education students for the effective exploration of social media marketing opportunities among Universities in Lagos State. This finding supports the study of Otugo, Uzuegbunam and Obikeze (2015) which found a high awareness of Facebook advertising among the youth. However, it was found that in their vicarious experiences with Facebook, these youths experience some “attention challenges” in noticing and observing the ads. However, the findings disagree with the study of Ezenwafor, Onokpaunu and Nna-Emmanuel (2017) which revealed that entrepreneurs in Delta State rated themselves as incompetent for the utilization of social media marketing.

It was also revealed that business education students at Lagos State University have acquired fewer skills in digital marketing compared to their counterparts at the University of Lagos. However, there is no significant difference in the level of skills acquired by business education students for the effective exploration of digital marketing opportunities among Universities in Lagos State. This confirmed a study conducted by Ukata (2022) which revealed that the level of digital marketing and social media skills acquired was at a very low level. Also, Business Education undergraduates differed in their mean rating due to personal factors like good ICT background before admission, digital entrepreneurial skills experience and funding; and government factors such as good policies and implementation, conducive teaching and learning environment and funding.

The study also shows that business education students at Lagos State University have acquired fewer skills in e-commerce business compared to their counterparts at the University of Lagos. However, there is no significant difference in the level of skills acquired by business education students for the effective exploration of e-commerce opportunities among Universities in Lagos State. This finding disagree with the study of Zawawi, Yusuf and Khan (2014) which concluded that almost all the students have heard about e-commerce and know what it is. However, those who know about e-commerce only have general knowledge about it. Most students who have heard of e-commerce, are actually able to apply it and some of those who said they do not know e-commerce had in fact got engaged in e-commerce without realizing it. It was also found that the student's computer skills also contribute to their awareness and understanding, as well as the application of e-commerce.

Furthermore, the study shows that business education students at Lagos State University have acquired fewer skills in the E-content writing business compared to their counterparts at the University of Lagos. However, there is a significant difference in the level of skills acquired by business education students for the effective exploration of E-content writing opportunities among Universities in Lagos State. This finding highlights the need for additional focus on training business education students on the development of skills in e-content writing, as it is an essential aspect of digital entrepreneurship. The results of this study also suggest that there may be disparities in the quality of education across different universities in Lagos State, which could have implications for the employability of business education graduates in the future.

The study revealed that business education students at Lagos State University have acquired fewer skills in copywriting business compared to their counterparts at the University of Lagos. However, there is a significant difference in the level of skills acquired by business education students for the effective exploration of copywriting opportunities among Universities in Lagos State. This finding implies that institutions may play a role in the development of copywriting skills among business education students.

Conclusion

Based on the findings from the study, it is concluded that business education students in universities in Lagos State possess varying levels of skills in exploring digital marketing opportunities, were highly skilled in exploring social media marketing and e-commerce opportunities. However, they lacked skills in exploring digital marketing and e-content writing opportunities. The results also revealed that there was no significant difference in the level of skills acquired by business education students for the effective exploration of social media marketing, digital marketing, and e-commerce opportunities among universities in Lagos State. However, there was a significant difference in the level of skills acquired for e-content writing opportunities, with students at the University of Lagos having more skills than those at Lagos State University. The findings suggest that while business education students have a good grasp of social media marketing and e-commerce, there is a need to develop their skills in digital marketing and e-content writing. The digital marketing industry is constantly evolving, and the ability to explore various digital marketing opportunities is crucial for businesses to remain competitive. Therefore, there is a need for universities to provide business education students with the necessary training and education to develop their skills in these areas.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Universities in Lagos State should consider developing specialized training programs focused on digital marketing and e-content writing. These programs can be integrated into the curriculum to ensure students acquire relevant and up-to-date skills in these areas.
2. The business education curriculum should be updated regularly to incorporate the latest trends and developments in the digital marketing industry. This will ensure that students are equipped with the skills and knowledge needed to explore digital marketing opportunities effectively.

3. Provide access to digital marketing tools: Universities should provide access to digital marketing tools, such as analytics software and social media management platforms, to allow students to gain hands-on experience with these tools and develop their skills.
4. Foster partnerships with industry experts: Universities can foster partnerships with industry experts to provide students with practical experience and knowledge about the digital marketing landscape. These experts can also serve as mentors to students and provide guidance on how to navigate the industry.
5. Encourage participation in digital marketing competitions: Universities should encourage their business education students to participate in digital marketing competitions to gain practical experience and develop their skills. These competitions can also serve as a platform for students to showcase their talents and creativity.

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