

THE IMPACT OF DIGITAL ENTREPRENEURSHIP SKILLS ON THE EMPLOYABILITY OF NIGERIA CERTIFICATE IN EDUCATION GRADUATES

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Abstract

This present study seeks to examine students' capabilities and relevant skills, knowledge, and attitude required to meet up with globalization and technological changes in the business world. Two research questions were raised and a survey research design was used. The population comprised NCEIII of Business Education Students of Federal College of Education, Yola, and Adamawa State College of Education, Hong, both in Adamawa state. The study used 212 students. The data collected were analysed using a mean. Results showed that the majority of the students are interested in developing Digital Entrepreneurship skills in Business Education as this will be a panacea to reducing unemployment or eliminating barriers to self-employment as shown by the Grand mean of 3.3 and 4.4. It was concluded that having digital skills in this century is the key to graduate employment. The study recommends among others the following: that there should be a shift in educational policy towards more focus on digital skills training and development, and there should be training and retraining opportunities for lecturers in the department to update their knowledge and skills in the areas of courses related to digitalization. Lecturers in the Department of Business Education should encourage students to be creative by allowing them to participate in the business practicum and Student Industrial Work Experience Scheme (SIWES) Coordinator should ensure that Business Education students are posted to reputable organizations where they can have access to modern technology facilities that will improve their digital skills.

Keywords: Digital Entrepreneurship, Skills, Education, Employability

Introduction

Knowledge involves two strongly interlinked but different constituents: content and skills. Content includes facts, ideas, principles, evidence, and descriptions of processes or procedures. Most instructors, at least in Tertiary institutions, are well-trained in content and have a deep understanding of the subject areas in which they are teaching. Expertise in skills development thought is another matter. The issue here is not so much that instructors do not help students develop skills – they do – but whether these intellectual skills match the needs of knowledge-based workers, and whether enough emphasis is given to skills development within the curriculum (Conference Board of Canada, 2014)

Digital skills are necessary in this era of globalization and technological advancement. Today, we can talk about e-marketing, e-commerce, e-Human resources management, e-Accounting, Digital economy, and information communication technology (ICT). Hence, every course in Business Education requires digital skills.

Over the past decade, companies across industries have digitized their operations and processes. Even now, businesses are employing artificial intelligence (AI) to streamline workflows and supply chains. As a result, today's job seekers require specialized skills to help them stand out from the crowd. While some colleges, universities and training providers have modified or expanded their curriculum to meet the growing demand for digital know-how, many educators struggle to provide the essential skills students need (Digital Marketing Institute, 2021). Students that learn digital skills not only make themselves more employable but future-proof their career by understanding the key digital channels. This underscores the position of UK Parliament (2015) where it says in the modern workplace, digital skills are highly valued; in the future, digital skill will be vital.

Digital skills are the strength to succeed with the electronic communication and tools that make the individual equipped for twenty-first century and increase the productivity in the organization and

make better citizen. Digital skills play a main role in academic world of teaching and learning as different trends showed. Those who are well equipped and understand the uses of e-services are extensively authorized and have advantage in the form of educational progress, job enrichment, status and other feature of long life. (Becton, 2017). Academic worlds as well as other social sectors are tremendously adopting different electronic means but the development of digital skills or tools for education and job market has run together and creating a teaching and learning environment.

Using the digital tools gave the power to the student to excel in every field of life; teaching and learning environment connect everyone with the rest of the world. The idea is to fulfil the need of student and teacher and between student and student and made them aware of all digital tools that are crucial for learning and growth in the digital age. The barrier of getting the employment could be a lack of digital skills of the individuals. It is not the only fundamental that brings this obstacle close but the different studies and practical experience light towards this issue that in the long run digital skills impact tremendously to the employment and earnings and their significance is the main core in the job market now a days (Kashan & Fouzia (2013)

According to Ali (2018) experiences have shown that it is human capital rooted in skills development that determines the wealth of nations not just possession of abundant natural resources which explains why a country like Japan with virtually no natural resources has one of the largest economies in the world, while oil-rich countries such as Venezuela, Nigeria and Gabon are debt-ridden. Hence, skill aspect of educational development should be appropriately refocused because it is capable of helping graduates to be in tune with changing times. Economic advancement in the country can become effective with Digital skills in Entrepreneurship and Business Education which can galvanize micro, small, and medium enterprises sector.

The focus of this paper therefore is to get the students response on the need for digital literacy and whether the techniques highlighted in table 2 are required to promote digital skills in Entrepreneurship and Business Education.

Statement of Problem

Technology advancement has covered every aspect of human endeavours. It's expected of every NCE graduates in Business Education to acquire digital skills in order to be self-reliant or be employable. Therefore, promoting digital Entrepreneurship skills in Business Education will avert unemployment. Business Education focuses on skills acquisition in different areas Such as Office Technology and management, management information systems, marketing, management, Digital marketing, Entrepreneurship, cooperative studies, Insurance, and Accounting (Philip & Amini 2022). NCE graduates lack adequate digital skills required in operating some modern technology as a result of inadequate provision for digital skills in the content of the curriculum and this led to turning out students that are deficient in digital skills, hence, decreasing their employability. Based on this fact, it's crucial to ascertain the interest of NCE students in digital skill acquisition as well as their areas of interest in digital skills.

Objective of the Study

The broad objective of this study is to promote the acquisition of digital entrepreneurship skills in Business Education (NCE) graduates. required for job creation and self-reliance among NCE graduates in Adamawa state. Hence, the specific objectives are:

1. To ascertain the digital Entrepreneurship skills needed in Business Education for NCE graduates.
2. To seek students' opinion type of techniques required to promote digital Entrepreneurship skills in Business Education.

Research Questions

The following research questions were raised to guide the study

- i) What are the employable digital Entrepreneurship skills needed in Business Education for NCE graduates?
- ii) What are the procedures for promoting of digital Entrepreneurship skills needed in Business Education graduates?

Concept of Digital Entrepreneurship Skills, and Business Education

Employability skills are an umbrella term for a set of highly desirable, transferable skills that turn you

into a very attractive candidate or employee. They can be defined as a set of skills employers want from a potential employee (Maciej, 2022). Employability skills are very desirable to recruiters because they're valuable in almost every job. They're also much harder to teach than specific technical skills, so a candidate who already has them is very attractive to prospective employers. Some of the most important employability skills that employers look for are Problem-solving, Communication skills, Adaptability skills, Collaboration skills, Time management skills, Organization skills, Technology skills, Information skills, and Leadership skills.

Digital entrepreneurship

Digital entrepreneurship is a term that encompasses online businesses that individuals create and run. Digital entrepreneurship can be defined as entrepreneurial opportunities being created and pursued using technological platforms and other information communicating equipment (Giones, & Brem, 2017). Hence, Digital entrepreneurs combine business, market knowledge, and network technology to reinvent traditional business practices through digitization. Online entrepreneurial ventures can be sources of passive income or active sites for selling goods and services. This can offer an entrepreneur a new way of finding customers, reducing costs, and collaborating with others. Digital entrepreneurship skills, therefore, are a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate, and collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities

Entrepreneurship

Is the willingness and ability to identify business opportunities through creativity and innovation and establishing the necessary machinery to run a business (Onatije & Onyeson, 2016). Business Education, on the other hand, is a program, that empowers graduates with desired skills, knowledge, and values that would make them self-employed or employable by others (Enang, 2016).

Business Education is an Education that is provided to develop business acumen, capability, and skills, attitudes, Values, and knowledge in a

person which may help him to work efficiently and effectively in the future. It's a program of study concerned with the teaching and learning of various types of business skills as well as how to engage in them practically and successfully to earning a living and the pedagogical training to transmit knowledge to others (Maryrose & Nnaekire 2019).

Skills are the ability to do something well. It's the ability of an individual to do certain jobs in an effective and efficient manner. Employable Skills acquisition is a way of acquiring new techniques in their career to meet the requirements of technology advancement. Employable Skills are the expertise and knowledge acquired that is required to cope with changes created by technological advancement to carry out new responsibilities. Idoko (2014) said skills acquisition is a form of training by individuals or groups that can lead to the acquisition of knowledge for self-sustenance. Hence, acquiring employable digital Entrepreneurship skills in Entrepreneurship Business Education is having the ability to manipulate and manage, digital applications, that are vital for the survival and sustenance of entrepreneurship and businesses.

Empirical review

Kashan and Fouzia (2013) carried out research titled 'Measuring Relationship between Digital Skills and Employability' using a survey design. The sample size for the study was 200 using convenience sampling. The study used the staff of Paf-Kiet University Pakistan and the staff of National Foods Limited as respondents. The questionnaire comprised 20 items LIKERT scale. Findings highlighted that digital skills such as computer, communication, internet, and advanced digital skills can be an interpreter of employment in growing economies like Pakistan and other countries and are predictable to offer possible employees a major rim in securing their jobs and protecting relatively high-paying jobs.

Rodovan Vrana (2016) Digital Literacy as a Boost Factor in Employability of Students with a total of 128 student participants. at the Faculty of Humanities and Social Sciences in Zagreb, Croatia (the FHSS), a research study was initiated. The purpose of the research was to get an insight into the understanding of digital literacy among

students participating in the research and its relation to their employability. An online (Web) survey with fifteen closed-type questions was chosen as the principal research method in this study for collecting data from students at the FHSS. Question 9 was on the importance of digital literacy for students' employability. The results of this question revealed an acknowledgment of the importance of digital literacy for students' employability. Most of the respondents (63%) considered digital literacy to be very important or most important for their employability. By being digitally literate students increase their chances of employment.

Methodology

Data Analysis

Table 1. Response to research question 1 (Do you agree that the employable Digital skills listed in table 1 are digital entrepreneurship skills needed in Business Education for NCE graduates?)

S/N	Employable Digital skills	Strongly Agree	Agreed	Strongly Disagree	Disagree	Undecided	Mean	Remark
1	Analytical skills	95	90	10	9	8	3.3	Accept
2	Problem solving/ numeracy skills	85	120	1	2	4	3.4	Accept
3.	Teaching/Learning skills	108	87	8	7	2	3.4	Accept
4.	information Communication Technology skills	128	79	3	2	-	3.7	Accept
5.	Human Resources Management skills	78	95	10	21	8	3.1	Accept
6.	Initiative skills	65	110	6	27	4	3.0	Accept
	Grand means						3.3	

Table 1 shows that all the skills listed are relevant digital skills in Entrepreneurship and Business Education that guarantee the Employability of NCE Business Education graduates as depicted by a grand mean of 3.3.

Table 2. Response to research question 2 (Are the techniques listed in table 2 below required to promote digital Entrepreneurship skills in Business Education?)

S/N	Methods Require to promote digital Entrepreneurship skills in Business Education	Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided	Mean	Remark
1.	Encouraging critical thinking among students	75	100	10	20	7	3.9	Accept

The survey research design was used in this study because the survey research design is deemed suitable for researchers who investigate the opinions of people. The population for the study consists of Two Hundred and Twelve (212) for NCE III in Federal College of Education, Yola and Adamawa state College of Education (98 students), Adamawa State College of Education, and Hong (114 students), both in Adamawa state. The entire population was used for the study since the number is not much. The instrument used for data collection was a structured questionnaire. The decision point was at 3.00 and above, this means that a rating less than 3.00 disagrees while a mean rating greater or equal to 3.00 is agree.

	through Business practicum							
2.	Improve communication methods with students through sending assignment via email	72	105	15	10	10	4.0	Accept
3.	Teaching students with modern technology devices	110	74	5	18	5	4.2	Accept
4.	Students' accessibility to computer and other modern technology devices	120	85	-	7	-	4.5	Accept
5.	Posting students to reputable organization with modern technological devices during SIWES	118	89	1	4	-	4.5	Accept
6.	Using social media for learning	65	80	30	14	23	3.7	Accept
	Grand mean						4.1	

Table 2 shows the means of 4.1 which indicates that respondents agreed that all the techniques listed are required for promoting digital skills in Entrepreneurship and Business Education among NCE graduates.

Discussion of Findings

The findings of the study highlighted the need for digital entrepreneurship skills among NCE students as indicated by responses. The digital skills needed by the respondents include analytical skills, problem-solving/numeracy skills, teaching/learning skills, information communication technology skills, human resources management skills, and Project planning skills. The respondents also agreed that Encouraging critical thinking among students through Business practicum, Improving communication methods with students through sending assignments via email, Teaching students with modern technology devices, Students accessibility to computers and other modern technology devices, Posting students to a reputable organization with modern technological devices during SIWES and Using social media for learning could be effective in developing digital skills among student. Lack of these digital skills is a significant hindrance to graduates' employability in the 21st Thus, this finding is in accord with the works of Radovan Vrana (2016) which shows that Digital Literacy is a Boost factor in the

employability of students and it makes employee stay longer in employment and have vast life experience and also in tune with the work of Kashan and Fouzia (2013) titled 'Measuring Relationship between Digital Skills and Employability'.

Conclusion

Digital knowledge is an important and embryonic concept directly related to employability and prospects for keeping a job in the long term. The major purpose of Entrepreneurship and Business Education is to produce students with functional skills that will make them be creative in thinking and innovative. Being creative and innovative will provide students the opportunity to be an entrepreneur or be employable in this digitalization era. In other words, digital Entrepreneurship skills in Business Education offer students opportunities to be job providers and reduce unemployment or eliminate barriers to self-employment. In a nutshell, developing digital Entrepreneurship skills in Business Education promotes acquiring employable skills that could lead to the establishment of a new product or business.

Recommendations

1. There should be training and retraining opportunities for lecturers in the department to update their knowledge and skills in the areas of courses related to digitalization.
2. Functional and adequate equipment and facilities Such as computers, photocopies, and internet facilities should be provided to enhance learning by doing.
3. Entrepreneurship in Business Education should be practical in nature to allow students to acquire practical and employable skills.
4. Student Industrial Work Experience Scheme Coordinator should ensure that Business Education students are posted to reputable organizations where they can have access to modern technology facilities that will improve their digital skills
5. Examination in the Department of Business Education should to a great extent via Computer Base test.
6. The education policy (Curriculum) and training efforts should emphasize more on practical than theory.

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