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DIGITAL SKILL AND ENTREPRENEURIAL BEHAVIOURS OF BUSINESS EDUCATION POSTGRADUATE STUDENTS IN SOUTH-SOUTH UNIVERSITIES OF NIGERIA

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ABSTRACT

The study ascertained the relationship between Digital Skills and Entrepreneurial Behaviours of Business Education Postgraduate Students in Selected South-South Universities of Nigeria. Using the correlational research design, the study was guided by ten research questions and ten corresponding null hypotheses. The population of the Study consisted of 304 Post Graduate Business Education Students from South-South Universities. (University of Calabar;62, Ignatius Ajuru University of Education;92 Rivers State University; 114, University of Uyo;36). A source was from the different departmental offices of the various institutions. The sample of the study was 304 using the census sampling technique. A Self- structured questionnaire titled Digital Citizenship and Entrepreneurial Behaviour of Business Education Students Questionnaire (DCEBBESQ) was used for the study. To establish the validity and reliability of the instrument, a pre-test was conducted on a population not used for the study and their responses were computed using Cronbach's alpha test. The co-efficient obtained ranged from 0.78-0.86 suggesting satisfactory internal consistency reliability. Pearson Moment Correlation was used to answer the research questions and test the hypothesis all the hypotheses at a 0.05 level of significance using the statistical package for social sciences (SPSS). Findings showed that there was a strong positive relationship between Digital Skills and Entrepreneurial behaviour among Business Education Postgraduate Students in the selected South-South Universities in Nigeria. The study concluded that digital skills positively correlated with entrepreneurial behaviour. Based on the findings, it was recommended amongst others that Business Education Lecturers should emphasize the importance of digital citizenship in the business education curriculum. This will help students develop a sense of responsible behaviour while using digital tools/ technologies. Also, Business educators should upskill via workshops, and training to sensitize the students on the importance of digital identification in fostering entrepreneurial skills.

Keywords: Digital Skills, Entrepreneurial Behaviour, Business Start-Up,

INTRODUCTION

Against the backdrop of an ever-increasingly volatile and changing world has come a need and a prospective avenue to engage and equip the citizenry in the light of the nation's state of unemployment. This has prompted the necessity of utilising digital spaces maximally, which has proved useful over the years. There is, however, still a pressing need to equip the youths with the skills necessary to navigate the internet. While this has been continuously emphasized, it is important to not only incorporate the skills but also maintain a safe identity and participate responsibly in order to gain the trust of others. Despite the multiple benefits and advantageous use of several digital technologies and their requisite skills, this work brings into question how the safe use of the internet activates certain entrepreneurial behaviours. The issue is also how to engage the throngs of business education students who have been so well equipped with hard skills but must be adjusted further in looking beyond their certificates.

Engaging in online businesses and transactions necessitates an additional level of trust from the target audience that intends to purchase your products and services; as a result, it is critical to seek ways to influence the youth to be responsible online citizens, whether as full-time entrepreneurs

online or as a side hustle. In a situation where the value is not appreciated, as has been observed by most internet users due to ignorance or an inability to positively attract an organic audience, abuse is inevitable, thereby causing damage to one's reputation and resulting in the loss of genuine "customers."

The amalgamation of digital citizenship and entrepreneurial behavior offers a unique perspective on how individuals in the educational setting perceive and interact with technology, as well as how they harness digital tools to foster innovative business initiatives. However, despite the importance of these two constructs, there is limited empirical research that specifically focuses on business education postgraduate students in the South-South region of Nigeria. Few studies investigated the many factors needed for the development of digital citizenship where the abuse of the internet community among students is high in this part of the world. This research, therefore, seeks to establish a link between digital citizenship and entrepreneurial behavior, viz., skills, opportunities, businesses, etc. Research is required to provide answers to those questions to discover the use of technology in a global context. Some studies (Hussaniy, 2021; Mugiono, et al, 2021; Brandau et al., 2022; Oteghen, 2022) have been conducted relating to digital citizenship, with some studies attributing citizenship to citizenship rights and safe participation. However, none of these studies adopted dimensions such as digital identity, skills, access, and collaboration as used in this study; hence, this study fills in the gap in the literature. Also, the various studies reviewed relating to digital citizenship and entrepreneurship were more focused on digital entrepreneurship as a concept, and the study, in general, has not been centred on business education students in South-South Nigeria; this implies that this study also fills a gap in methodology.

Based on this premise, there is a research-based knowledge gap that needs to be filled empirically through this study on how well, useful, and effective digital skills, digital identity, and digital collaboration enhance start-up in business, entrepreneurial skills and activities among Business Education postgraduate students in South-South, Nigeria. The focus on postgraduate business students in the South-South region of Nigeria highlights the importance of equipping future business leaders with the necessary digital skills to succeed in an increasingly digital world.

Hypotheses

The following null hypotheses testable at a 0.05 level of significance were formulated which guided the study**.**

H_{O1} There is no significant relationship between digital skills and business start-ups among business education postgraduate students in south-south universities.

H_{O2} There is no significant relationship between digital skills and entrepreneurial skills among business education postgraduate students in south-south-based universities.

H_{O3} There is no significant relationship between digital skills and entrepreneurial activities among business education postgraduate students in south-south-based universities.

Digital Skills- Information digital skills

The information abundance caused by ICT requires skills for searching, evaluating, and organizing information in digital environments (Catts & Lau, 2008). Information management includes the ability to (a) clearly define information needs, (b) identify digital information, and (c) select digital information in an effective and efficient way (Ananiadou & Claro, 2009). Once the information has been found, workers need the skills to evaluate how valuable the source and its contents are for the task. Moreover, workers need the skills to store and organize digital information for easy retrieval. As today's workers often use multiple digital devices, they need the skills to distribute and maintain information across their digital devices (Song & Ling, 2011).

ICT has made it easier to reach a wide audience and communicate at a distance, faster and more ubiquitously. Individuals are able to express themselves, establish relationships, and interact with others at any distance in time and space (Yu et al., 2010). ICT-based communication is regarded as a means of generating social interactions and strengthening social relationships (Hwang, 2011). Workers must understand how to appropriately and effectively communicate using email, social

networking sites, and instant messaging services (Lewin & McNicol, 2015; Wang et al., 2012). People are encouraged to share ideas and opinions within organizations and online forum communities (Lu & Lee, 2012). Workers need the skills to contact other members, maintain those contacts, and share online content and media with their contacts. Online content-sharing activities range from sharing status updates, posts, photos, and videos to writing comments and blogs (Brandtzæg et al., 2010).

Entrepreneurial Behaviour

Behaviour is a manifestation of what a person thinks, feels and acts. The need for self-actualisation as manifested in the need for achievement forces a person to create something new, a new product, a new way of doing things, a new source of raw material, a new market etc. Behaviour is always caused and is never spontaneous. Behaviour is basically goal-oriented. Entrepreneurial Behaviour includes the goal-oriented acts or decisions of an entrepreneur. Entrepreneurial behaviour (EB) is indeed a very influential factor in the growth of businesses because the emergence of new businesses results from the activities or behaviour of entrepreneurs (Gartner *et. al*, 2010). Entrepreneurial behaviour means the manners or way in which the entrepreneur deals with his/her total environment: internal and external. It is the way or approach to looking at the physical and human resources and society. Entrepreneurial behaviour is a view of or orientation towards risk-bearing, innovation, achievement, goal-setting, ethics, social responsibility, motivation, challenges and values of human society, and other psychological elements. Because of their potential to encourage economic growth, social development and provision of jobs, governments and educational institutions devote efforts and invest large amounts of financial resources to promote entrepreneurial behaviour (Rocha & Freitas, 2014; Shi et al., 2020). The creation of a new venture is the central focus of entrepreneurship research (Samuelson & Davidson, 2009). New venture creation is sometimes referred to as the entrepreneurial behaviour/action startup. This implies that new ventures are likely to spring up with the focus of government policy in nurturing this constituent of entrepreneurial culture. Hence, this will go a long way in adding to the reduction of unemployed. In addition to the constituents of entrepreneurial culture, Craft (2020) enumerated the following as steps to creating an entrepreneurial culture in an organization: communicate to get input, develop a clear method for submitting new ideas and taking action; give positive feedback to all ideas, allow failure, teach entrepreneurial thinking, give employee autonomy, reward innovation that helps the bottom line, and document entrepreneurial culture initiatives.

Entrepreneurial behaviour, namely, an entrepreneur's activities or activities, is fostered by several main characteristics. Entrepreneurial behaviour, namely, an entrepreneur's activities or activities, is fostered by several main characteristics. Prior entrepreneurship research has long since concluded that individual personality traits alone are insufficient to explain entrepreneurial behaviour (for example, Begley & Boyd, 1987; Shaver & Scott, 1991). According to Tang, (2019), "The activities of organisms that can be observed by other organisms or by various research tools, including behaviour, including verbal descriptions of subjective experiences based on," according to science. The Behaviour or Behaviour of an individual is formed because of an interaction between an individual and his environment. According to Husen, (2019), "Entrepreneurs are people who have their own business. Entrepreneurs are persons who take the risk of starting their own businesses. The nature and character of a person have a significant impact on their attitudes and behaviour. An entrepreneur must have a good nature and character, be progress-oriented, and be positive to advance/be successful.

Theory of Planned Behaviour (TPB)

Due to the increased spread of Digital citizenship, the study applied the Theory of Planned Behaviour (TPB) to explore the extent of comprehension and knowledge of digital citizenship and its role in enhancing entrepreneurial behaviour. The TPB theory was pioneered by Ajzen (1991) and is an extension of the theory of reason for action. The Theory of Planned Behavior will be utilized to examine the influence of digital citizenship on entrepreneurial intentions. This theory posits that an individual's intentions to perform a behaviour are influenced by three key factors: attitudes towards

the behaviour, subjective norms, and perceived behavioural control. In the context of this study, attitudes towards digital citizenship, perceived social norms regarding ethical technology use, and the perceived ability to adopt digital citizenship practices will be investigated.

TPB theory explains that personal behaviour is driven by behavioural intention, where behavioural intention is a function of three determinants, namely a person's attitude toward behaviour, subjective norms, and behavioural control. In addition, the control of one's intention will be formed by three main elements namely attitudes towards behaviour, subjective norms and control of behaviour combined. Attitude toward behaviour means a measurement of an individual's degree of evaluation of the behaviour in question. Whereas social pressure to implement or not implement a behaviour is the meaning of subjective norms. Third, behavioural control refers to the individual's level of control over the behaviour to be performed. According to TPB, the stronger the attitude, subjective norms, and control of behaviour, the stronger the intention to perform the actual behaviour. The TPB has been used to explain and predict intentions and behaviours in all types of research fields. TPB theory explains that human behaviour depends on motivation i.e., intentions and abilities (behaviour control). Motivation and ability are the foundations that build theories related to aspiration levels, psychomotor performance and cognitive tasks, and other people's perceptions and attributions. These characteristics are also hallmarks of entrepreneurship, which is defined as a deliberate and planned activity.

In the context of entrepreneurship, entrepreneurship intention (EI) is described as a "self-acknowledged conviction" by any individual that he or she is willing to start a new company venture and that he or she is planning to do so in the future (Ridha and Wahyu, 2017; Thompson, 2009). The EI is regarded as the initial stage in starting a new business (Kautonen, et al 2013). However, individual differences appear to have an impact on EI, according to the literature (Zhao and Seibert, 2006). As a consequence, personality traits have been thoroughly investigated by past researchers. Although personality qualities have been demonstrated to have a statistical relationship with entrepreneurship, previous research has found that their predictive usefulness is limited. Thus, the study shifted to cognitive models to describe the impact on entrepreneurial behaviour. According to the TPB model, three factors influence behavioural intentions: personal evaluation of behaviour and its outcomes, which is referred to as attitude toward the behaviour and alleged social pressure toward a behaviour, which is referred to as subjective norms (SN) in TPB, and apparent difficulty in completing the behaviour. It has been suggested that SN, PBC, and a positive attitude toward behaviour work together to improve the intention to complete the behaviour, which is referred to as PBC (Urban and Ratsimanetrimanana, 2015).

Theory of planned Behavior by Icek Ajzen (1991)

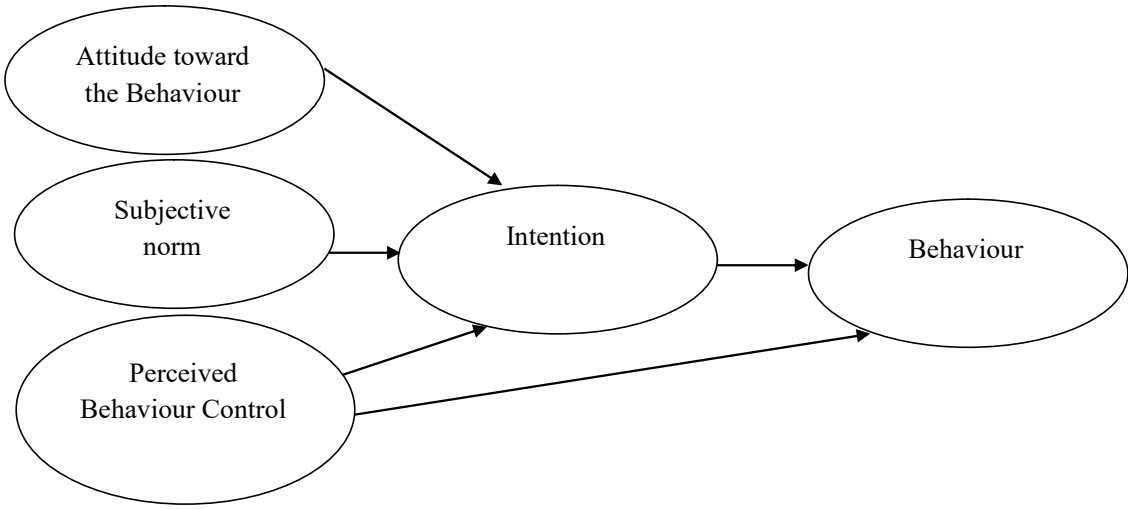

Figure 2: The theory of planned behaviour. Ajzen (2011)

Ajzen (2011) in this theory of planned behaviour, states that human performance of a behaviour is a guided attitude towards the behaviour, subjective norm and perceived behavioural control. Attitude toward a behaviour is an individual positive or negative evaluation of the self-performance of a particular behaviour. According to Ajzen, attitude mediates the relationship between perceived usefulness and perceived ease of use on the one hand and behavioural intentions on the other hand. The degree to which a person believes that using a particular system would enhance his or her job performance and it plays a dominant role in determining the acceptance of technology or not. Consequently, when graduating business education students have good intentions to be self-employed, then they will likely venture into self-employment. This intention can, however, be influenced by perceived usefulness and perceived ease of operation. When they view self-employment to be rewarding satisfactory, worthwhile and easy to venture into their intention or interest will be towards it will increase. But if it is viewed as not rewarding or satisfactory and difficult to venture into, their interest will be negatively affected.

A subjective norm is an individual's perception of a particular behaviour, which is influenced by the judgment of significant others (Amjad &Wood, 2009). These significant others include peers, parents, spouses, teachers, mentors, and people that have a great influence on one's interests or intentions. If business education graduates viewed their entrepreneurial interest or people who have much influence on them, their interest or intention will increase if not, their motivation would be negatively affected. In this study, actual behaviour refers to entrepreneurial behaviour. Thus, through the use of TPB in this study, attitude toward behaviour, subjective norms, and behavioural control were considered predictors to determine students' entrepreneurial behaviour using digital citizenship. Thus, this study is anchored on these theories as they relate to the different factors that influence behaviour.

METHODOLOGY

The study adopted a correlational survey research design. The population of the study comprised 304 business education postgraduate students in selected universities in the south-south zone. The researcher's choice of Business Education postgraduate students is because Postgraduate students have typically completed a bachelor's degree and have a higher level of education compared to undergraduate students. The study also employed the census sampling technique as the population was studied in its entirety. Hence, the population of 304 postgraduate students was used as the sample for the study as the researcher will have easy access to these students. A Self- structured questionnaire titled Digital Skill and Entrepreneurial Behaviour of Business Education Students Questionnaire (DCEBBESQ) was used for the study. Pearson Moment Correlation Coefficient was used to answer the research questions and also used to test the corresponding null hypotheses. The result of the analysis was tested at a 0.05 significant level. While the statistical package for social science (SPSS) aided the data analysis of the study.

Results

Research Questions and Hypotheses

Research Question One: What is the relationship between digital skills and business start-ups among business education postgraduate students in south-south universities?

Hypothesis One: There is no significant relationship between digital skills and business start-ups among business education postgraduate students in south-south universities.

Table 1: Pearson's Product Moment Correlation between Digital Skills and Business Start-Ups

		Digital Skills	Business Start-ups
Digital Skills	Pearson's Coefficient	1	.519**
	Sig. (2-tailed)		.000
	N	304	304

Table 1 shows the result of a Pearson product-moment correlation that was run to determine if there was a relationship between digital skills and business start-ups and to ascertain the significance of the relationship. The result was ***(r = .519, n = 304, p < 0.05)*** this result shows that there was a strong positive correlation between digital skills and business start-ups, the result is statistically significant as the *p-value* of .000 (2.2398E-22) is less than the 0.05 level of significance. Hence the null hypothesis is **Rejected**

Research Question Two: What is the relationship between digital skills and entrepreneurial skills among business education postgraduate students in south-south-based universities?

Hypothesis Two: There is no significant relationship between digital skills and entrepreneurial skills among business education postgraduate students in south-south-based universities.

Table 2: Pearson's Product Moment Correlation between Digital Skills and Entrepreneurial Skills

		Digital Skills	Entrepreneurial Skills
Digital Skills	Pearson's Coefficient	1	.522**
	Sig. (2-tailed)		.000
	N	304	304

Table 2 shows the result of a Pearson product-moment correlation that was run to determine if there was a relationship between digital skills and entrepreneurial skills and to ascertain the significance of the relationship. The result was ***(r = .522, n = 304, p < 0.05)*** this result shows that there was a strong positive correlation between digital skills and entrepreneurial skills, the result is statistically significant as the *p-value* of .000 (1.2725E-22) is less than the 0.05 level of significance. Hence the null hypothesis is **Rejected**

Research Question Three: What is the relationship between digital skills and entrepreneurial activity among business education postgraduate students in south-south-based universities?

Hypothesis Three: There is no significant relationship between digital skills and entrepreneurial activity among business education postgraduate students in south-south-based universities.

Table 3: Pearson's Product Moment Correlation between Digital Skills and Entrepreneurial Activity

		Digital Skills	Entrepreneurial Activity
Digital Skills	Pearson's Coefficient	1	.658**
	Sig. (2-tailed)		.000
	N	304	304

Table 3 shows the result of a Pearson product-moment correlation that was run to determine if there was a relationship between digital skills and entrepreneurial activity and to ascertain the significance of the relationship. The result was ***(r = .658, n = 304, p < 0.05)*** this result shows that there was a strong positive correlation between digital skills and entrepreneurial activity, the result is statistically significant as the *p-value* of .000 (4.5043E-39) is less than the 0.05 level of significance. Hence the null hypothesis is **Rejected**

Discussion of Findings

Research Question One and Hypothesis One:
Digital Skills and Business Start-Ups

Correlation 1 reveals that there is a significant relationship between digital skills and business start-ups among business education postgraduate students in south-south universities. This is given by the result; (where r= .519 p=0.000). Therefore, the study found that digital skills play a significant role in the success of business start-ups. This finding is supported by the works of Peart et. al (2022); Mudasih, & Subroto, (2021) who opined that an increase in digital literacy/ skills is followed by an increase in entrepreneur behaviour. From the foregoing, it is believed that individuals with strong digital skills are more likely to be innovative, proactive, and confident in their ability to start

and grow a business. They were also more likely to have a positive attitude towards risk-taking, which is an important factor for success in entrepreneurship.
The present study, therefore, confirms that business education students with strong digital abilities are more likely to launch successful ventures, attract investment, and grow their companies. Digital skills enable start-ups to reach a wider audience, streamline their operations, and make data-driven decisions. The study highlights the importance of cultivating digital skills for aspiring entrepreneurs and emphasizes the need for continued investment in digital education and training programs.

Research Question Two and Hypothesis Two:
Digital Skills and Entrepreneurial Skills
Correlation 2 reveals that there is a significant relationship between digital skills and entrepreneurial skills among business education postgraduate students in south-south universities. This is given by the result; (where r= .522 p=0.000). The result found a strong positive correlation between the two. The results, therefore, show that individuals with higher levels of digital skills are more likely to have higher levels of entrepreneurial skills, such as innovation, risk-taking, and creativity. This is also confirmed by the findings of Vasuwat et. al (2022) who showed that digital skills statistically significantly affected and positively influenced entrepreneurial learning. It can therefore be said that individuals with digital skills can leverage technology to start and grow businesses more effectively. They can create and implement strategies for digital marketing, data analysis, and online sales, which can help to increase the reach and success of their businesses. Additionally, individuals with higher levels of digital skills are also more likely to have access to valuable resources, such as online networks and e-commerce platforms, which can help to support their entrepreneurial endeavours. They are also able to take advantage of technology to automate business processes, reduce costs, and increase efficiency. In conclusion, the study suggests that digital skills and entrepreneurial skills are strongly related and that individuals with higher levels of digital skills are more likely to have the skills and resources necessary to start and grow successful businesses.

Research Question Three and Hypothesis Three:
Digital Skills and Entrepreneurial Activities
Correlation 3 reveals that there is a significant relationship between digital skills and entrepreneurial activities among business education postgraduate students in south-south universities. This is given by the result; (where r= .658 p=0.000). The findings of the study highlight the importance of digital skills for entrepreneurship and the need for individuals to continuously improve their digital literacy to remain competitive in today's fast-paced and rapidly evolving digital economy. A recent study by (Mugiono et. al (2021) has revealed a strong correlation between digital skills and entrepreneurial activities. The study, which surveyed a sample of students, found that those with higher levels of digital literacy and skills were more likely to engage in online entrepreneurial intentions/ activities, such as starting their own business, expanding their business operations, or pursuing new business opportunities. The results show that digital literacy/ skills and online business learning have a positive and significant effect on online entrepreneurship intentions. It is also validated by the findings of Mahadir et. al (2022); Alzebidi & Alsuhaymi, (2021) whose studies revealed that digital citizenship skills; The use of these technologies significantly facilitates and changes various areas of entrepreneurial activity.
In addition, business education students who possess strong digital skills are more likely to use technology and digital tools to market and manage their businesses, which allows them to reach a larger customer base and operate more efficiently. They are also more likely to have a comprehensive understanding of the digital landscape and take advantage of new business opportunities. The findings of the study highlight the importance of digital skills for entrepreneurship and the need for individuals to continuously improve their digital literacy to remain competitive in today's fast-paced and rapidly evolving digital economy.

CONCLUSION

In conclusion, this study investigated the role of digital skills on entrepreneurial behaviour. The findings highlight the significance of digital skills in shaping entrepreneurial behaviour and can be considered a key factor in fostering entrepreneurship in today's digital world. The findings of this study indicate that digital skills is positively associated with entrepreneurial behaviour, suggesting that individuals who exhibit good digital citizenship practices are more likely to engage in entrepreneurial activities.

RECOMMENDATIONS

Based on the study of digital citizenship and entrepreneurial behaviour among business education postgraduate students, the following recommendations can be made:

1. Business Education Lecturers should emphasize the importance of digital citizenship in the business education curriculum. This will help students develop a sense of responsible behaviour while using digital technologies.
2. Departmental Heads should incorporate training programs and workshops on entrepreneurial skills for postgraduate students in business education. This will help to foster an entrepreneurial culture among students and encourage them to start their own businesses.
3. Business Educators should encourage the use of digital tools and platforms for collaboration and networking among postgraduate students. This will help students to develop their entrepreneurial skills and increase their exposure to the business world.
4. Management of these institutions should provide students with access to resources, such as mentors and business incubators, to help them in their entrepreneurial endeavours. This will increase their chances of success in starting their businesses.

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