



**Digital Entrepreneurial Skills Possessed by Graduating Business Education Students for Employability in Rivers State Owned Universities**

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**ABSTRACT**

*This study examined digital entrepreneurial skills possessed by graduating Business Education students for employability in Rivers State owned universities. The researcher developed three objectives of the study, research questions and hypotheses that guided the the study. The research design used for the study was a descriptive survey design. The population of the study consisted of One Hundred and Forty-Three (143) final year students of Business Education, Faculty Education in Rivers State Owned Universities. There was no sampling as all the One Hundred and Forty-Three (143) final year students of Business Education, Faculty Education, Rivers State University and Ignatius Ajuru University of Education was used. The number of students carried out in the research is manageable. The instrument that was used for data collection is a self-structured questionnaire titled: "Digital Entrepreneurial Skills Possessed by Graduating Business Education Students for Employability Questionnaire". The instrument was rated using four-point rating scale. The data collected was analyzed using mean and standard deviation for the research questions while the null hypotheses were tested using t-test statistical tool at a significant level of 0.05. Based on the data analysis, the finding of the study revealed that graduating Business Education students of Rivers State owned universities possessed social media marketing skills for employability, cloud computing skills for employability, cybersecurity skills for employability, data analytics skills for employability and design skills for employability. Based on the findings, the study recommends that: there should be increased integration of social media marketing into the Business Education curriculum in Rivers State owned universities, universities should provide more facilities and training in cloud computing applications such as online data storage, collaborative digital tools, and cloud-based business platforms and Business Education departments should partner with ICT experts and professional organizations to deliver training on cybersecurity skills.*

**Keywords:** Digital, Entrepreneurial Skills, Graduating, Business Education, Students, Employability

**INTRODUCTION**

Entrepreneurial skills are globally acknowledged as an instrument for achieving economic growth and development through employment creation for decent works. Consequently, entrepreneurial skills development is emphasized in many parts of the world such as USA, UK, Malaysia, Japan, China, Singapore and a host of others (Shepard, 2022). In a country like Nigeria where unemployment and poverty are extremely high, the importance of entrepreneurial skills cannot be undermined. Entrepreneurial skills are the individual's ability to translate ideas into action. It encompasses creativity, innovativeness and calculated risk taking, as well as ability to plan and direct action towards the achievement of goals (Ken, 2018).

Social media marketing digital entrepreneurial skills (SMMDES) are forms of internet marketing skills that use social media applications as marketing tools for products and services. These social media platforms enable brands to connect with their audience to build a brand, increase sales, drive traffic to a website, and build a community of followers to share and engage with the business contents. These are

done through the five pillars of social media marketing vis-a-vis social strategy in determining the goals, selecting social media platforms and contents mix. The next is planning and publishing the contents, listening and engaging customers, be analytic and reporting to management for decision making, and finally do advertising (LaFleur, 2022). These digital entrepreneurial skills always enable undergraduates to acquire decent works upon graduation if properly equipped with the skills. Decent employments or decent works are “productive works for women and men with conditions of freedom, equity, security and human dignity” (International Labour Organization, 2022). Decent employments involve opportunities for work that are productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. Decent employments can easily be gotten via digital entrepreneurial skills of graduates (International Labour Organization, 2022).

Chinwokwu (2018) bewailed that graduates of vocational education (including Business Education) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills. Chinwokwu (2018) further stated that Business Education graduates lacked relevant digital entrepreneurship competencies in the areas of financial management, self-management, ICT, marketing and leadership needed to operate their chosen businesses. The authors concluded that this is cause of the high rate of business failure, unemployment and lack of decent works. Ernest (2021) noted that digital marketing skills are required for marketing Agricultural products and services by Business Education graduates. Iloeje and Okolocha (2018) reported that digital marketing skills such data analysis and social media marketing digital entrepreneurial skills are needed by graduates for successful operation of business enterprises. According to Ezeani (2022), digital marketing entrepreneurial skills are needed by business related graduates for successful operation of a business enterprise. Ezeani (2022) stated that digital data analysis and social media marketing entrepreneurial skills are marketing skills that keep the entrepreneur informed, knowledgeable and confident so as to determine the most efficient method of physical distribution of produced products and services globally.

The moderating factors for this study are undergraduates personal and governments factors. The undergraduate’s personal factors are those factors that emanated from the students (undergraduates) which may affect and influence their digital entrepreneurial skills. They are factors that may or may not be under their control but are related to them and their family background. Factors such as commitment, personal training, provision of laptop, data, good ICT background before admission may influence and affect students’ digital entrepreneurial skills. Also, personal factors such as age, gender, education, vicarious experience, funding, and experiences may influence conviction and digital entrepreneurial skills intentions (Chinwokwu, 2018). The government’s factors are those factors that are cause either by the state or federal governments.

They also include factors from the managements of the state and federal universities, polytechnics and colleges of education. The governments factors include provision of good policies and implementation, adequate funding, good quality teachers, provision of digital entrepreneurial skills facilities such as laboratories, classrooms, equipment, hardware and software, good working conditions, better job security, training and retraining with certifications programmes. The institutions management factors include providing enabling teaching and learning environment, shaping entrepreneurial intention among students, nurturing with specific entrepreneurship education (digital entrepreneurial skills), sponsorships in conference, certifications, workshops, and training the trainer programmes among others. The role of tertiary institutions (universities, polytechnics, and collages of education) as provider and enabling conducive environment to nurture entrepreneurial intention, leading to new venture creation cannot be overstressed (Trivedi, 2016).

The government’s roles and factors are prominent in acquiring digital entrepreneurial skills. This may be the reason US government has driven innovation and data economy via open government data, data security, and Google’s search engine. The recent violation of data privacy by Facebook, among other major platforms, and the frequent hacking of customers’ information of major corporations are heightening awareness of the tradeoffs and risks involved in leaving the cyber space unprotected and unregulated for entrepreneurs with digital entrepreneurial skills and their customers (Mazzucato, 2018). Also, for emerging economies, the digital economy that is based on digital skills and competencies

presents similar challenges where governments play varying activist roles, not only in innovation and adaptation of new waves of digital technologies but also in the assimilation and diffusion of these technologies across the whole economy in partnership with business, to promote a dynamic ICT ecosystem, create a highly networked system of actors, and invest in the platforms and human capital required for the digital economy for entrepreneur with digital skills to acquire decent works (Hanna, 2018).

## LITERATURE REVIEW

### Concept of Business Education

Business Education refers to the study of courses that are technology related and the acquisition of functional and practical skills required to function efficiently and effectively as employees or employers of labour. It was further described by Titiloye (2022) as a programme that prepares the three domains of learning (the brain, physical body and mind) for the purpose of contributing positively to societal development. The programme is supposed to serve as an instrument for nation building and national growth and development through the creation of jobs which in turns will result to wealth creation. Business Education is a programme designed for the purpose of providing individuals with the right practical, vocational and business attitudes, skills understanding, values and knowledge, that will make them perform effectively in any given society.

Business Education programme is basically designed to prepare graduate to be self- reliance, competent, skillful, technically sound and knowledgeable for the purpose of performing efficiently and effectively in the workplace. Tiwari (2022), Business Education is concerned with the process of developing job-related behaviours in learners so as to improve their performance. However, the content of the programme curricula does not totally match with the purpose of the programme as the content of the curriculum is more theoretical than practical. Dike (2019) sees the programme as a process that is concerned with opportunities to educate students in disciplines that are educational and business related.

According to Aquah (2014), Business Education instructional programme should focus on the knowledge, attitude and skills required by the society to effectively manage the economic system and their personal business. Therefore, Business Education students in Nigeria are supposed to be taught apart from the book knowledge those entrepreneurial skills that are required to become self-dependent, self-reliant and employers of labours thereby contributing to national development.

### Concept of Digital Entrepreneurial Skills

Entrepreneurial skills are necessary for the continuous survival of graduates in any nation. in the opinion of Aquah (2014), educating individuals on the importance of acquiring some basic vocational skills, making their own business decisions, and applying such with the knowledge acquired in school will lead to economic empowerment and sustainable growth and development which is the urgent need of the country. Entrepreneurial skills include; been able to possess the ability to assess business opportunities, to exploit the opportunities, to mobilize resources and put in place necessary action and highly motivated individuals who can bear risk to achieve business goals. According to Sherine (2018) entrepreneurial skills in Business Education are: problem solving, risk taking, innovation and critical thinking. Inculcating the required entrepreneurial skills requires students to be more practical; that is, putting theory into practice. By so doing, students become motivated, confidence, proactive and creative (Junior Achievement, 2012). This in turn will lead to better Business Education graduates that are fully ready to take over the economy through job creation and innovativeness.

### Social Media Marketing Skills and Graduating Business Education Students Employability

Social media marketing (SMM) is a form of internet marketing that uses social media apps as a marketing tool. Social media marketing (also known as digital marketing and e-marketing) is the use of social media the platforms on which users build social networks and share information to build a company's brand, increase sales, and drive website traffic. In addition to providing companies with a way to engage with existing customers and reach new ones, social media marketing has purpose-built data

analytics that allows marketers to track the success of their efforts and identify even more ways to engage.

Within 18 years, from 2004 (when My Space became the first social media site to reach one million users) to 2022, the dramatic growth of interactive digital channels took social media to levels that challenge even the reach of television and radio. At the start of 2023, there were 4.76 billion social media users globally over 59% of the world's population. Producing relevant content that users will share with their own networks helps brands increase their exposure. It also extends their reach toward fans, potential customers and even potential employees when used as a recruitment tool. Social media marketing also enables organizations to get customer feedback while making the company seem more personable. Social media enables organizations to create relationships with their audience. It gives end users a platform to ask questions, voice complaints and generally be heard. It also gives brands the opportunity to respond, adapt and adjust business processes or products (Hanna, 2018). Some popular social media apps include Facebook, Twitter, LinkedIn, YouTube, Pinterest, Instagram and Snapchat. Each platform has elements that makes it attractive to use. And when a company uses several in combination to deliver a multichannel message, consumers can see those messages on their preferred channels.

### **Cloud computing and Graduating Business Education Students Employability**

Simply put, cloud computing is the delivery of computing services including servers, storage, databases, networking, software, analytics, and intelligence over the internet (“the cloud”) to offer faster innovation, flexible resources, and economies of scale. You typically pay only for cloud services you use, helping you lower your operating costs, run your infrastructure more efficiently, and scale as your business needs change (Trivedi, 2017). Cloud computing and associated solutions provide access through the web to computing resources and products, including development tools, business applications, compute services, data storage, and networking solutions. These cloud services are hosted at a software vendor’s data center and managed by the cloud services provider or onsite at a customer's data center.

#### **Top benefits of cloud computing**

There are several trends pushing business across all industries toward the cloud. For most organizations, the current way of doing business might not deliver the agility to grow, or may not provide the platform or flexibility to compete. The explosion of data created by an increasing number of digital businesses is pushing the cost and complexity of data center storage to new levels-demanding new skills and analytics tools from IT (Ukata, 2019). Modern cloud solutions help companies meet the challenges of the digital age. Instead of managing their IT, organizations have the ability to respond quickly to a more fast-paced and complex business landscape. With modern cloud economics, the cloud delivers business value and reduces cost, helping enterprises achieve their full business potential with their cloud spend.

#### **How cloud computing fosters innovation**

Cloud customers benefit from automatically having the latest innovations and emerging technologies built into their IT systems, because the cloud provider takes on the work of developing new capabilities and features. It’s about the speed of innovation. With the right cloud provider, customers can leverage a modern cloud computing architecture to innovate faster, increase productivity, and lower costs (Ukata, 2019). Better yet, choosing a cloud provider that offers an integrated cloud architecture gives businesses the ability to move from operations to innovation and deliver new apps and services, including the use of innovative technologies such as artificial intelligence (AI), chatbots, blockchain, and the Internet of Things (IoT). Companies can harness the abundance of data to gain predictive insights into their businesses and ultimately drive better outcomes for their customers.

### **Cybersecurity Skills and Graduating Business Education Students Employability**

Cybersecurity refers to the body of technologies, processes, and practices designed to protect networks, devices, programs, and data from attack, damage, or unauthorized access. Cybersecurity may also be referred to as information technology security. Cybersecurity is the protection to defend internet-connected devices and services from malicious attacks by hackers, spammers, and cybercriminals. The

practice is used by companies to protect against phishing schemes, ransomware attacks, identity theft, data breaches, and financial losses (Agbonlahor, 2016).

Look around today's world, and you will see that daily life is more dependent on technology than ever before. The benefits of this trend range from near-instant access to information on the Internet to the modern conveniences provided by smart home automation technology and concepts like the Internet of Things. With so much good coming from technology, it can be hard to believe that potential threats lurk behind every device and platform (Aquah, 2014). Yet, despite society's rosy perception of modern advances, cybersecurity threats presented by modern tech are a real danger. A steady rise in cybercrime highlights the flaws in devices and services we've come to depend on. This concern forces us to ask what cybersecurity is, why it's essential, and what to learn about it.

Cybersecurity is a discipline that covers how to defend devices and services from electronic attacks by nefarious actors such as hackers, spammers, and cybercriminals. While some components of cybersecurity are designed to strike first, most of today's professionals focus more on determining the best way to defend all assets, from computers and smartphones to networks and databases, from attacks. Cybersecurity has been used as a catch-all term in the media to describe the process of protection against every form of cybercrime, from identity theft to international digital weapons. These labels are valid, but they fail to capture the true nature of cybersecurity for those without a computer science degree or experience in the digital industry (Dike, 2019). Cisco Systems, the tech conglomerate specializing in networking, the cloud, and security, defines cybersecurity as "...the practice of protecting systems, networks, and programs from digital attacks. These cyberattacks are usually aimed at accessing, changing, or destroying sensitive information; extorting money from users; or interrupting normal business processes."

### **The Importance of Cybersecurity**

Cybersecurity is important because government, military, corporate, financial, and medical organizations collect, process, and store unprecedented amounts of data on computers and other devices. A significant portion of that data can be sensitive information, whether that be intellectual property, financial data, personal information, or other types of data for which unauthorized access or exposure could have negative consequences. Organizations transmit sensitive data across networks and to other devices in the course of doing business, and cybersecurity describes the discipline dedicated to protecting that information and the systems used to process or store it (Essien, 2016). As the volume and sophistication of cyber-attacks grow, companies and organizations, especially those that are tasked with safeguarding information relating to national security, health, or financial records, need to take steps to protect their sensitive business and personnel information. As early as March 2013, the nation's top intelligence officials cautioned that cyber attacks and digital spying are the top threat to national security, eclipsing even terrorism.

### **Statement of the Problem**

The unemployment rate among Nigerian graduates has continued to escalate. Therefore, the need for appropriate measures to curb the menace especially among Business Education graduates through digital entrepreneurial skills for them to acquire decent works is now. The problems assumed here are that, the Business Education undergraduates seem not to have been adequately and sufficiently prepared with digital entrepreneurial skill to enable them acquire digital skills. The problem of this study is that, despite the fact that entrepreneurship training and education have been included in Business Education programme for years now, the rate of unemployment of Business Education graduates without decent works is very high. This is the reason this study.

The issue and rate of unemployment is quite alarming as also observed by Eze (2021). More than half Business Education students graduating from the universities each year are left without job and most of them lacks employability skills needed to perform in the employment market thereby exposing the people to untold poverty and hardship. Unemployment has been of great concern to parents, government, international bodies, and non-governmental organizations. Despite all effort of the government, parents, international organization programmes, and non-governmental organizations to cushion the high rate of joblessness, yet, unemployment is recorded yearly. As a result of this, it becomes

necessary to find out the causes of such level of unemployment among graduates particularly Business Education graduates. One wonders if the situation is a result of lack of the requisite skills for employability such as strategic planning skills, marketing skills, business management skills. Business management is also considered here because the researchers observed that some of these graduates cannot even run their own business. Several researchers had suggested that students' manpower development seem to yield little or no result. International organizations keep sending monies to Africa in an attempt to ameliorate the increasing effect of joblessness. It is against this backdrop that the study examine digital entrepreneurial skills possessed by graduating Business Education students of Rivers State Owned Universities for employability.

### **Purpose of the Study**

The main purpose of the study is to determine digital entrepreneurial skills possessed by graduating Business Education students for employability in Rivers State owned universities. Specifically, the objectives of the study are to:

1. Examine the extent to which graduating Business Education students of Rivers State owned universities possess social media marketing skills for employability.
2. Determine the extent to which graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability.
3. Find out the extent to which graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability.

### **Research Questions**

The following research questions will guide the study.

1. To what extent does graduating Business Education students of Rivers State owned universities possess social media marketing skills for employability?
2. To what extent does graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability?
3. To what extent does graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability?

### **Hypotheses**

The following null hypotheses formulated will be tested at 0.05 level of significant to guide the study.

1. There is no significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent they possess social media marketing skills for employability.
2. There is no significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent to which they possess cloud computing skills for employability.
3. There is no significant difference in the mean ratings of graduating Business Education students of Rivers State University and Ignatius Ajuru University on the extent to which they possess cybersecurity skills for employability.

## **RESEARCH METHOD**

The descriptive survey design was adopted for this study. Descriptive survey research is designed only to solve the existing condition. Also it can be used for comparing features of a group. The population of the study consisted of One Hundred and Forty-Three (143) final year students of Business Education, Faculty Education in Rivers State Owned Universities. There was no sampling as all the One Hundred and Forty-Three (143) final year students of Business Education, Faculty Education, Rivers State University and Ignatius Ajuru University of Education will be used. The instrument that was used for data collection is a self-structured questionnaire titled: Digital Entrepreneurial Skills Possessed by Graduating

Business Education Students for Employability Questionnaire (DESPGBESEQ) with 25 items. It was patterned in a 4 – point rating scale of Very High Extent (VHE) = 4, High Extent (HE) =3, Moderate Extent (ME) = 2, Low Extent (LE) = 1. This questionnaire was divided into two parts. The first part will be the demographic information about the respondents while the second part will consist of respondents’ ideas on the subject matter. The instrument was given to two experts in the Departments of Business Education and one in Measurement and Evaluation in Rivers State University. All the corrections made were strictly effected in the final draft of the Questionnaire. The researcher used test-retest method. This was done by administering 20 copies of the questionnaire to students of university of Port Harcourt, who were not part of the study population on two (2) consecutive time at two weeks’ interval. Pearson Product Moment Correlation Coefficient was used to obtain the reliability coefficient value of 0.86. The data collected were analysed using weighted mean and standard deviation to answer the research questions. The criterion decision rule is that any mean score that was from 2.50 and above is accepted while the mean score that is less than 2.50 was rejected. The null hypotheses were tested using t-test statistical tool at a significance level of 0.05 level of significance. Accept hypothesis if t-calculated is less than t-critical and reject if t-calculated is higher than t-critical.

## RESULTS AND DISCUSSION

**Research Question 1:** To what extent does graduating Business Education students of Rivers State owned universities possess social media marketing skills for employability?

**Table 1: Mean and standard deviation analysis on the extent graduating Business Education students of Rivers State owned universities possess social media marketing skills for employability**

S/No	Questionnaire Items	RSU Students= 37			IAUE RSU Students = 106		
		Mean $\bar{x}$	SD		Mean $\bar{x}$	SD	
1.	Social Media Marketing Skills share information to build a company's brand	2.89	0.85	High Extent	2.95	0.86	High Extent
2.	Social Media Marketing Skills increase the organization’s sales and drive website traffic	2.86	0.83	High Extent	2.86	0.84	High Extent
3.	Social Media Marketing Skills help in providing companies with a way to engage with existing customers	2.78	0.83	High Extent	2.91	0.85	High Extent
4.	Social media marketing has purpose-built data analytics that allows marketers to track the success of their efforts	2.83	0.84	High Extent	2.82	0.84	High Extent
5.	Social media platforms enable brands to connect with their audience	2.86	0.84	High Extent	2.86	0.84	High Extent
<b>Grand Total</b>		<b>2.84</b>	<b>0.84</b>		<b>2.88</b>	<b>0.85</b>	

**Source:** Field Survey, 2026

Table 1 presents that items 1 to 5 have means of 2.89, 2.86, 2.78, 2.83, 2.86 for RSU students with standard deviations ranging from 0.85 to 0.84 and means of 2.95, 2.86, 2.91, 2.82, 2.86 for IAUE students with standard deviations ranging from 0.86 to 0.84 which indicate “High Extent” on the extent graduating Business Education students of Rivers State owned universities possess social media marketing skills for employability. Also, the grand means for RSU students and IAUE students are 2.84 and 2.88 respectively, further confirming a “High Extent” on the extent graduating Business Education

students of Rivers State owned universities possess social media marketing skills for employability. Thus, it is found that graduating Business Education students of Rivers State owned universities possess social media marketing skills for employability to a High Extent.

**Research Question 2:** To what extent does graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability?

**Table 2: Mean and standard deviation analysis on the extent graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability**

S/ No	Questionnaire Items	RSU Students= 37			IAUE RSU Students = 106		
		Mean $\bar{x}$	SD		Mean $\bar{x}$	SD	
6.	Cloud computing and associated solutions provide access through the web to computing resources	2.86	0.84	High Extent	2.91	0.85	High Extent
7.	Cloud computing a trend use in pushing business across all industries toward the cloud	2.83	0.84	High Extent	2.95	0.86	High Extent
8.	Modern cloud solutions help companies meet the challenges of the digital age	2.97	0.86	High Extent	2.98	0.86	High Extent
9.	The cloud delivers business value and reduces cost, helping enterprises achieve their full business potential with their cloud spend	2.94	0.86	High Extent	2.99	0.86	High Extent
10.	Cloud customers benefit from automatically having the latest innovations and emerging technologies built into their IT systems	2.97	0.86	High Extent	2.98	0.86	High Extent
<b>Grand Total</b>		<b>2.90</b>	<b>0.85</b>		<b>2.97</b>	<b>0.86</b>	

Source: Field Survey, 2026

The information in table 2 shows that items 6 to 10 have means of 2.86, 2.83, 2.97, 2.94, 2.97 for RSU students with standard deviations ranging from 0.84 to 0.86 and means of 2.91, 2.95, 2.98, 2.99, 2.98 for IAUE students with standard deviations ranging from 0.85 to 0.86 indicating a “High Extent” on the extent graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability. The grand means for RSU and IAUE students are respectively, 2.90 and 2.97, which is a confirmation of “High Extent” on the extent graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability. The above results imply that graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability to a High Extent.

**Research Question 3:** To what extent does graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability?

**Table 3: Mean and standard deviation analysis on the extent graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability**

S/ No	Questionnaire Items	RSU Students= 37			IAUE RSU Students = 106		
		Mean $\bar{x}$	SD		Mean $\bar{x}$	SD	
11.	Cybersecurity help in protection and defend internet-connected devices and services from malicious attacks	2.83	0.84	High Extent	2.91	0.85	High Extent

12.	Organizations transmit sensitive data across networks and to other devices in the course of doing business	2.72	0.82	High	2.86	0.84	High
				Extent			Extent
13.	Cybersecurity help in describing the discipline dedicated to protecting that information and the systems used to process or store it	2.75	0.83	High	2.93	0.85	High
				Extent			Extent
14.	The practice of cybersecurity helps companies to protect against phishing schemes, ransomware attacks, identity theft, data breaches, and financial losses	2.69	0.82	High	2.95	0.86	High
				Extent			Extent
15.	Cybersecurity skills help students to possess business education for employability	2.67	0.82	High	2.87	0.85	High
				Extent			Extent
<b>Grand Total</b>		<b>2.73</b>	<b>0.83</b>		<b>2.90</b>	<b>0.85</b>	

**Source:** Field Survey, 2026

Table 3 presents that items 11 to 15 have means of 2.83, 2.73, 2.75, 2.69, 2.67 for RSU students with standard deviations ranging from 0.84 to 0.82 and means of 2.91, 2.86, 2.93, 2.95, 2.87 for IAUS students with standard deviations ranging from 0.85 to 0.85 which indicate “High Extent” on the extent graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability. Also, the grand means for RSU students and IAUE students are 2.73 and 2.90 respectively, further confirming a “High Extent” on the extent graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability. However, it was found that graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability to a High Extent.

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent they possess social media marketing skills for employability

**Table 4: T-test Analysis of significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent they possess social media marketing skills for employability**

Status	N	Mean $\bar{X}$	Standard Deviation	t-cal	t-crit	Decision
RSU Students	37	2.84	0.84	1.29	1.96	Accepted
IAUE Students	106	2.88	0.85			

The analysis in Table 4 revealed that the t-cal of 1.29 is less than the t-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent they possess social media marketing skills for employability.

**Hypothesis 2:** There is no significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent to which they possess cloud computing skills for employability.

**Table 5: T-test Analysis of significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent to which they possess cloud computing skills for employability**

Status	N	Mean $\bar{x}$	Standard Deviation	t-cal	t-crit	Decision
RSU Students	37	2.90	0.85	1.24	1.96	Accepted
IAUE Students	106	2.97	0.86			

The analysis on Table 5 indicated that the t-cal of 1.24 is less than the t-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at the 0.05 level of significance, since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted, and the conclusion is that there is no significant difference in the mean ratings of graduating Business Education students in Rivers State University and Ignatius Ajuru University on the extent to which they possess cloud computing skills for employability.

**Hypothesis 3:** There is no significant difference in the mean ratings of graduating Business Education students of Rivers State University and Ignatius Ajuru University on the extent to which they possess cybersecurity skills for employability

**Table 6: T-test Analysis of significant difference in the mean ratings of graduating Business Education students of Rivers State University and Ignatius Ajuru University on the extent to which they possess cybersecurity skills for employability**

Status	N	Mean $\bar{x}$	Standard Deviation	t-cal	t-crit	Decision
RSU Students	37	2.73	0.83	1.21	1.96	Accepted
IAUE Students	106	2.90	0.85			

The analysis in Table 6 revealed that the t-cal of 1.21 is less than the t-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of graduating Business Education students of Rivers State University and Ignatius Ajuru University on the extent to which they possess cybersecurity skills for employability.

### Discussion of Findings

The finding of the study in research question one: To what extent does graduating Business Education students of Rivers State owned universities possess social media marketing skills for employability revealed that graduating Business Education students of Rivers State owned universities possessed social media marketing skills for employability. This finding is in collaboration with Ken (2018) who admitted that When developing marketing programs, one key area that marketers care about is how to deliver their messaging. Social media helps spread those messages to the right people at the right time, through both free and paid means. Social media also enables brands to learn more about their audience's personal, geographic and demographic information. This enables organizations to customize their messaging and content for the best engagement. There are five pillars of social media marketing that will lead to a successful program.

The study in Research Questions 2: To what extent does graduating Business Education students of Rivers State owned universities possess cloud computing skills for employability indicated that graduating Business Education students of Rivers State owned universities possessed cloud computing skills for employability. This study is in the same view with Trivedi (2017) who asserts that cloud computing is the delivery of computing services including servers, storage, databases, networking, software, analytics, and intelligence over the internet ("the cloud") to offer faster innovation, flexible

resources, and economies of scale. You typically pay only for cloud services you use, helping you lower your operating costs, run your infrastructure more efficiently, and scale as your business needs change. Cloud computing and associated solutions provide access through the web to computing resources and products, including development tools, business applications, compute services, data storage, and networking solutions. These cloud services are hosted at a software vendor's data center and managed by the cloud services provider or onsite at a customer's data center.

The findings of the study in Research Question 3: To what extent does graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability showed that graduating Business Education students of Rivers State owned universities possess cybersecurity skills for employability. The finding is in the same vein with Aquah (2014) who reviewed that Cybersecurity refers to the body of technologies, processes, and practices designed to protect networks, devices, programs, and data from attack, damage, or unauthorized access. Cybersecurity may also be referred to as information technology security. Cybersecurity is the protection to defend internet-connected devices and services from malicious attacks by hackers, spammers, and cybercriminals. The practice is used by companies to protect against phishing schemes, ransomware attacks, identity theft, data breaches, and financial losses. Look around today's world, and you will see that daily life is more dependent on technology than ever before. The benefits of this trend range from near-instant access to information on the Internet to the modern conveniences provided by smart home automation technology and concepts like the Internet of Things. With so much good coming from technology, it can be hard to believe that potential threats lurk behind every device and platform.

### **CONCLUSION**

Digital entrepreneurial skills possessed by graduating Business Education students for employability in Rivers State owned universities cannot be over emphasized. Based on the findings of the study, the researcher concludes that graduating Business Education students of Rivers State owned universities possessed social media marketing skills for employability, cloud computing skills for employability, cybersecurity skills for employability, data analytics skills for employability and design skills for employability. The study also deduced that Business Education focuses on skills acquisition in different areas such as Office Technology and Management, Management Information System, Management, Marketing, Digital Marketing, Entrepreneurship, Cooperative Studies, Insurance, Accounting among others. It is therefore expected that the various components of Business Education courses that formed different skills are effectively delivered to the learners to become entrepreneurs via digital entrepreneurial skills and that digital entrepreneurial skills give entrepreneurs the ability to find, evaluate, utilize, share, and create contents using information and communication technologies and the internet anywhere, anytime and any day to sell their products and services. Digital entrepreneurial skills involve the use of automation in managing to achieving effective communication, branding, marketing and getting the targeted audience for the supply of products and services.

### **RECOMMENDATIONS**

Based on the findings of the study, the following recommendations were made to ensure that the study meet its objectives.

1. There should be increased integration of social media marketing into the Business Education curriculum in Rivers State owned universities. Departments should incorporate practical training on advertising tools, content creation, digital promotion, and online business strategies to enhance students' employability.
2. Universities should provide more facilities and training in cloud computing applications such as online data storage, collaborative digital tools, and cloud-based business platforms. This will enable graduates to acquire modern workplace competencies.
3. Business Education departments should partner with ICT experts and professional organizations to deliver training on cybersecurity skills. This should include workshops, certification programs, and hands-on practical sessions to improve students' digital literacy and workplace readiness.

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