
EXISTENCE AND USAGE OF DIGITAL ASSETS FOR ENTREPRENEURSHIP SKILLS DEVELOPMENT IN BUSINESS EDUCATION PROGRAMS IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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ABSTRACT

This study investigated the existence and usage of digital assets for entrepreneurship skills development in Business Education programs in Colleges of Education in Anambra State, Nigeria. The sample size of the study was 80 students' final-year students from Colleges of Education in Anambra State. Data was collected using a structured questionnaire administered via Google Survey, focusing on aspects of digital asset existence, usage, and perceived challenges. Analysis of Variance (ANOVA) was employed to test hypotheses related to gender differences and the impact of digital asset existence on entrepreneurship skill acquisition in teaching and learning Business Education in Colleges of Education in Anambra State. The findings reveal a mixed landscape, with e-books and online platforms being available and incorporated into programs. Yet, challenges such as limited access to high-quality resources and poor internet connectivity persist. The study underscores the importance of addressing these challenges to optimize the use of digital assets for entrepreneurship skill acquisition in the Business Education program at the Colleges of Education in Anambra State. Understandings from this study can guide policymakers and educators in improving the integration and effectiveness of digital tools in business education programs in Anambra State and beyond.

KEYWORDS

Existence, usage, digital assets, entrepreneurship skills, acquisition, Business Education

INTRODUCTION

Business education equips individuals with essential skills and knowledge for success in the business world. It encompasses various subjects such as finance, marketing,

management, and entrepreneurship (Alao et al., 2024). Through practical and theoretical learning, students develop critical thinking, problem-solving, and decision-making abilities crucial for thriving in diverse business environments. Integrating digital technology into business education has transformed how entrepreneurship skills are taught and acquired (Akpan& Akpan, 2022). Digital assets such as e-books, online courses, simulations, and webinars provide dynamic and interactive learning experiences that mirror real-world business scenarios. This technological infusion enhances students' understanding of complex concepts, fosters self-directed learning, and promotes collaboration among peers (Alhammad& Ku, 2016). Furthermore, digital platforms offer flexibility, allowing learners to access a vast repository of knowledge anytime and anywhere, thereby supporting continuous education and adaptation to evolving business trends. Consequently, digital technology not only enriches the learning experience but also prepares students for the challenges of the modern business environment (Mbanugo& Uzoka, 2022).

The advent of digital technology has revolutionized the landscape of education, providing unprecedented opportunities for enhancing learning and skill acquisition. In the context of business education, particularly in entrepreneurship, the existence and usage of digital assets have become pivotal (Funke, 2021). The existence of digital assets for entrepreneurship education is vast, ranging from e-books and online courses to interactive simulations and mobile learning apps. These resources offer a wealth of knowledge and practical skills necessary for budding entrepreneurs (Arowoiyet al., 2024; Ndukwe et al, 2018). For instance, e-books provide a comprehensive understanding of entrepreneurship theories and practices, while online platforms such as Coursera and Udemy offer courses designed by experts in the field, enhancing the acquisition of entrepreneurship skills (Rufuset al., 2024). Moreover, entrepreneurship-focused webinars and podcasts present real-world understandings and experiences from successful entrepreneurs, further enriching students' learning experiences.

LITERATURE REVIEW

The usage of digital assets in entrepreneurship education varies significantly across different educational institutions. While some colleges and universities have successfully integrated digital tools into their curriculums, others lag, primarily using digital assets as supplementary materials rather than integral components of their education programs (Ojo & Okwilagwe, 2024). The effective usage of these resources is crucial for simulating real-world entrepreneurial scenarios, fostering self-directed learning, and exposing students to diverse entrepreneurial practices and perspectives. The impact of digital asset existence and usage on entrepreneurship skill acquisition in teaching and learning Business Education cannot be overstated. Digital assets enhance understanding, foster self-directed learning, and encourage collaboration among students. They expose learners to a broad spectrum of entrepreneurial practices

and enable continuous learning in current entrepreneurial trends (Wang & Chugh, 2014). This exposure is invaluable in preparing students for the dynamic and competitive business world. However, despite the plethora of resources, their effective existence is often hindered by infrastructural and economic barriers. In many developing regions, such as parts of Nigeria, limited digital infrastructure and financial constraints significantly impede access to these valuable resources (Lesinski et al., 2023; Ani et al., 2020). This challenge necessitates strategic measures to enhance digital infrastructure and make entrepreneurship education more inclusive and accessible.

Interactive resources like simulations and mobile learning apps offer flexible and engaging ways for students to acquire entrepreneurship skills. These tools allow learners to experiment with business strategies, financial management, and market analysis in a risk-free environment, thereby enhancing their understanding and application of entrepreneurial concepts (Ranieri et al., 2018). However, the actual integration of these tools into the curriculum often remains superficial, with a lack of comprehensive strategies to leverage their full potential (Al-Naim, 2023). Despite the benefits, the effectiveness of digital assets in enhancing skill acquisition is contingent upon several factors, including the quality of the resources, the pedagogical approaches employed, and the learners' digital literacy levels. In some cases, the sheer volume of available resources can overwhelm students, highlighting the need for curated, high-quality content that aligns with learning objectives (Torouset al., 2021). The need for the study stems from the critical role these resources play in shaping the future of education and business innovation. In the digital age, where technology drives economic growth and entrepreneurship, equipping students with relevant digital skills is paramount. This study is prompted by the recognition that despite the potential of digital assets to revolutionize learning, there are significant gaps in their effective implementation and usage in educational settings, particularly in developing regions. Research indicates that digital assets can significantly enhance the acquisition of entrepreneurship skills, offering interactive, flexible, and diverse learning experiences (Khan & Ahmed, 2013).

However, challenges such as inadequate infrastructure, limited access, and lack of digital literacy among educators and students hinder their full exploitation (Quaicoe & Pata, 2020; Azonuche, 2015). Furthermore, Valverde-Berrocso et al., (2021) highlights a gap between the existence of digital tools and their integration into teaching and learning processes, suggesting a disconnect that may impair the development of essential entrepreneurship skills. This study, therefore, seeks to investigate these issues, aiming to provide an understanding that could bridge the gap between digital asset potential and their actual use in fostering entrepreneurship skill acquisition in Business Education, echoing the call by Tella et al., (2018) for more

targeted research into digital asset usage in educational institutions. Addressing these gaps is crucial for enhancing the quality of business education and preparing students to contribute effectively to the digital economy.

RESEARCH OBJECTIVES

1. Assess the current existence of digital assets for entrepreneurship skills development in business education programs in Colleges of Education in Anambra State.
2. Evaluate the extent to which digital assets are utilized for entrepreneurship skills development in business education programs in Colleges of Education in Anambra State.
3. Investigate the impact of digital asset existence on students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State.
4. Identify the challenges faced by students in accessing and utilizing digital assets in business education in Colleges of Education in Anambra State.

RESEARCH HYPOTHESES

1. There is no significant difference in the usage of digital assets for entrepreneurship skills development between male and female students in business education programs at Colleges of Education in Anambra State.
2. The existence of digital assets does not have a significant impact on male and female students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State.

RESEARCH QUESTIONS

1. What are the digital assets available for entrepreneurship skills development in business education programs in Colleges of Education in Anambra State?
2. To what extent are digital assets utilized for entrepreneurship skills development in business education programs in Colleges of Education in Anambra State?
3. What is the impact of digital asset existence on students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State?
4. What challenges do students face in accessing and utilizing digital assets in business education in Colleges of Education in Anambra State?

RESEARCH METHODOLOGY

The methodology of this study involved a quantitative approach following a descriptive survey design. The study encompassed a sample of 80 students, comprising 6 males and 74 females, across different age groups: 14-18 years (2), 19-22 years (28), 23-27 years (40), and 28-32 years (10). Data collection was conducted

using a structured questionnaire distributed via a Google Survey. This instrument was designed to gather comprehensive information on the participants' access to, usage of, and perspectives on digital assets within their entrepreneurship education programs. The questionnaire included sections on demographic information, the existence of digital assets, the extent of their usage, and the perceived challenges and benefits associated with these resources. To ensure the reliability and validity of the questionnaire, it underwent a pilot test with a small group of students outside the main study sample. Descriptive statistics, including mean, standard deviation, variance, skewness, and kurtosis, offered an understanding of the central tendency, variability, and distribution shape. Additionally, the data analysis also involved Analysis of Variance (ANOVA) techniques. This statistical method was applied to test the study's hypotheses, specifically to explore significant differences in the usage of digital assets between male and female students and to assess the impact of digital asset existence on students' acquisition of entrepreneurship skills. The ANOVA helped identify patterns and disparities in digital asset usage, guiding a nuanced understanding of how gender and other demographic variables influence entrepreneurship education in the context of digital learning environments. Throughout the research process, ethical considerations were strictly adhered to. Participants were informed about the study's purpose and assured of their anonymity and confidentiality.

DATA ANALYSIS AND RESULTS

This section provides a comprehensive overview of the study population's demographic characteristics, including gender distribution and age range.

Table 1: Gender profile and Age range of the respondents

Demographic	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	6	7.5	7.5	7.5
	Female	74	92.5	92.5	100.0
Age	14-18 years	2	2.5	2.5	2.5
	19-22 years	28	35.0	35.0	37.5
	23-27 years	40	50.0	50.0	87.5
	28-32 years	10	12.5	12.5	100.0

The gender profile and age range of the respondents in the study as captured in Table 1 reveal a predominantly female participation with 92.5% of the respondents being female and only 7.5% male. In terms of age distribution, the study primarily involves young adults, with the largest age group being 23-27 years, constituting 50% of the respondents. This is followed by the 19-22 years age group, which makes up 35% of the total. The youngest (14-18 years) and the oldest (28-32 years) age groups are less represented, with 2.5% and 12.5% of the respondents, respectively. Overall, the study's demographic profile indicates a significant interest or participation from young

adult females in the subject matter of the research.

Research Question 1: What are the digital assets available for entrepreneurship skills development in business education programs in Colleges of Education in Anambra State?

Table 2: *Specific digital assets available for entrepreneurship skills development in business education programs*

	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Q1	.389	-1.113	.269	3.165	.532
Q2	.294	-.078	.269	-1.025	.532
Q3	.605	-.243	.269	-.524	.532
Q4	.581	-.583	.272	.022	.538
Q5	.294	-.078	.269	-1.025	.532

Q1: Business education programs now incorporate e-books, offering vast knowledge on entrepreneurship skills.

Q2: Online platforms provide interactive courses, enhancing entrepreneurship skills development in business education programs.

Q3: There is limited access to high-quality digital entrepreneurship resources in business education programs.

Q4: Entrepreneurship-focused webinars and podcasts are becoming integral resources in progressive business education curriculums.

Q5: Mobile learning apps offer flexible options for acquiring entrepreneurship skills in business education.

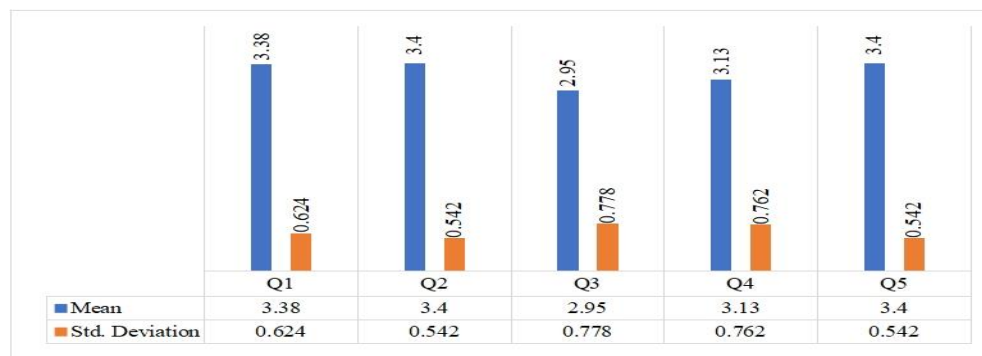


Figure 1: *Mean and Standard deviation of digital assets available for entrepreneurship skills development in business education programs*

The mean scores and standard deviations in Table 2 and Figure 1 provide an understanding of respondents' perceptions of specific digital assets for

entrepreneurship skills development in business education programs. Overall, respondents moderately to strongly perceive e-books (Mean = 3.38), online platforms (Mean = 3.4), and mobile learning apps (Mean = 3.4) positively, as evidenced by their mean scores above 3. Entrepreneurship-focused webinars and podcasts (Mean = 3.13) receive slightly lower but still favorable ratings. However, respondents express concerns about limited access to high-quality digital assets (Mean = 2.95), indicated by a lower mean score. Standard deviations indicate varying levels of agreement or disagreement among respondents regarding each resource's effectiveness.

Research Question 2: To what extent are digital assets utilized for entrepreneurship skills development in business education in Colleges of Education in Anambra State?

Table 3: Specific digital assets utilized for entrepreneurship skills development in business education

	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Q6	.273	.204	.269	-.817	.532
Q7	.332	-.004	.269	-.080	.532
Q8	.278	-.031	.269	.754	.532
Q9	.281	.152	.269	.327	.532
Q10	.281	.110	.269	-.918	.532

Q6: Digital assets are extensively utilized to simulate real-world entrepreneurial scenarios.

Q7: Actual integration of digital tools remains superficial despite existence

Q8: Interactive resources like simulations are used but not universally adopted.

Q9: Online mentorship platforms are underused resources for entrepreneurship development

Q10: Usage is influenced by curriculum flexibility and faculty innovation

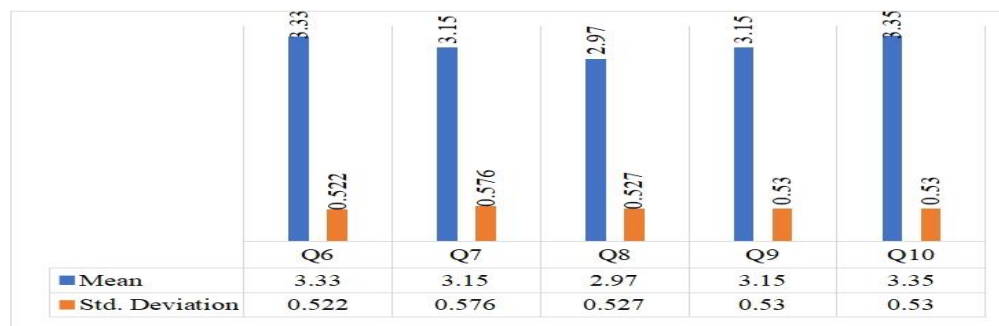


Figure 2: Mean and Standard deviation of digital assets utilized for entrepreneurship skills development in business education

Respondents in Table 2 and Figure 1 perceive digital assets for entrepreneurship education moderately positively, as indicated by mean scores ranging from 2.97 to 3.35. Digital tools for simulating real-world scenarios (Mean = 3.33) and the influence of curriculum flexibility and faculty innovation (Mean = 3.35) receive relatively higher ratings, suggesting they are valued in enhancing entrepreneurial skills. However, concerns arise with the superficial integration of digital tools (Mean = 3.15) and the underusage of online mentorship platforms (Mean = 3.15). The standard deviations (ranging from 0.522 to 0.576) indicate some variability in respondents' opinions, highlighting differing perceptions of the extent and effectiveness of these digital assets in business education programs.

Research Question 3: What is the impact of digital asset existence on students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State?

Table 4: Impact of digital asset existence on Students' acquisition of Entrepreneurship skills in business education programs

	Variance Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Q11	.551	-2.400	.269	9.503	.532
Q12	.294	-.078	.269	-1.025	.532
Q13	.253	.102	.269	-2.041	.532
Q14	.292	-.030	.272	-.992	.538
Q15	.294	-.078	.269	-1.025	.532

Q11: Digital assets enhance understanding and application of entrepreneurship in education

Q12: Greater digital existence fosters self-directed learning in entrepreneurial skills

Q13: Digital assets expose students to diverse entrepreneurial practices and perspectives.

Q14: Utilizing digital tools encourages collaboration among entrepreneurship education students.

Q15: Digital assets support continuous learning in current entrepreneurial trends.

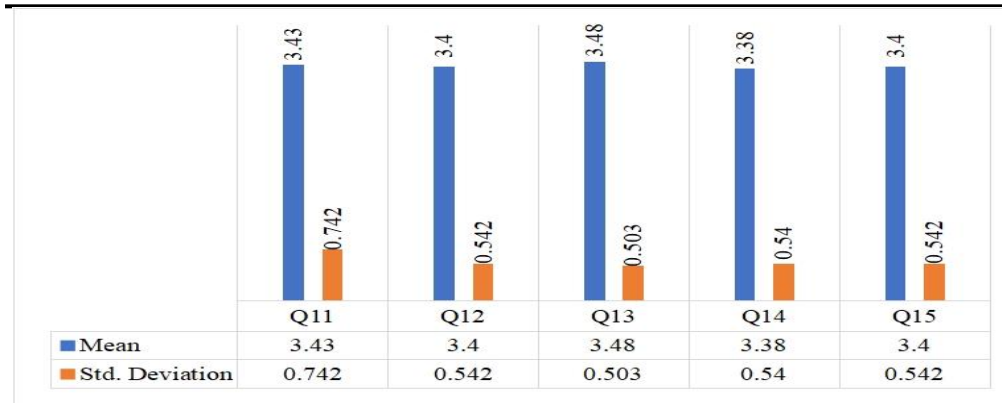


Figure 3: Mean and standard deviation of digital assets utilized for entrepreneurship skills development in business education

Respondents Table 4 and Figure 3 show positive perceptions towards digital assets for entrepreneurship education, with mean scores ranging from 3.38 to 3.48. They believe that digital assets enhance understanding and application of entrepreneurship (Mean = 3.43), foster self-directed learning (Mean = 3.40), expose students to diverse practices (Mean = 3.48), encourage collaboration (Mean = 3.38), and support continuous learning (Mean = 3.40). These findings suggest that respondents recognize the value of digital tools in enhancing entrepreneurial skills and education. The relatively low standard deviations (ranging from 0.503 to 0.742) indicate a moderate level of agreement among respondents regarding the effectiveness and benefits of these digital assets in entrepreneurship education.

Research Question 4: What challenges do students face in accessing and utilizing digital assets in business education in Colleges of Education in Anambra State?

Table 5: The challenges facing students in accessing and utilizing digital assets in business education

	Variance Statistic	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Q16	.314	.035	.269	-.133	.532
Q17	.281	.110	.269	-.918	.532
Q18	.352	-.549	.269	-.601	.532
Q19	.301	-.674	.269	-.656	.532
Q20	.754	-.827	.269	-.037	.532

Q16: Digital assets enhance understanding and application of entrepreneurship in

education

Q17: Greater digital existence fosters self-directed learning in entrepreneurial skills

Q18: Digital assets expose students to diverse entrepreneurial practices and perspectives.

Q19: Utilizing digital tools encourages collaboration among entrepreneurship education students.

Q20: Digital assets support continuous learning in current entrepreneurial trends.



Figure 4: Mean and Standard deviation of challenges facing students in accessing and utilizing digital assets in business education

The responses in Table 5 and Figure 4 highlight challenges in accessing and utilizing digital assets for entrepreneurship education, with mean scores ranging from 3.18 to 3.55. Key issues include poor internet connectivity (Mean = 3.55), suggesting it is the most significant barrier to accessing online entrepreneurship content. Outdated technology (Mean = 3.45) and financial constraints (Mean = 3.35) also pose significant challenges, limiting students' ability to engage with and utilize digital assets effectively. Limited digital infrastructure (Mean = 3.20) further hampers student engagement, while limited awareness about available resources (Mean = 3.18) contributes to their underusage. The higher standard deviation for Q20 (0.868) indicates a wider range of responses, suggesting varying levels of awareness about digital assets among students.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the usage of digital assets for entrepreneurship skills development between male and female students in business education programs in Colleges of Education in Anambra State.

Table 6: ANOVA on the difference in the usage of digital assets for entrepreneurship skills development between male and female students in business education programs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.332	1	3.332	1.296	.258
Within Groups	200.468	79	2.570		
Total	203.800	80			

The ANOVA analysis on the difference in the usage of digital assets for entrepreneurship skills development between male and female students in business education programs as captured in Table 6 does not show a statistically significant difference. The F-statistic of 1.296 with a p-value of 0.258 suggests that there is no significant variation between the means of the two groups. This means that based on the data provided, we do not have enough evidence to reject the null hypothesis, which likely states that there is no difference in the usage of digital assets between male and female students. Therefore, it can be concluded that, at least in this sample, there is no significant difference in how male and female students utilize digital assets for entrepreneurship skills development in business education programs.

Hypothesis 2: The existence of digital assets does not have a significant impact on male and female students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State.

Table 7: ANOVA on the existence of digital assets and its impact on male and female students' acquisition of entrepreneurship skills in business education programs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.721	1	.721	.162	.689
Within Groups	347.279	79	4.452		
Total	348.000	80			

The ANOVA analysis regarding the existence of digital assets and its impact on the acquisition of entrepreneurship skills among male and female students in business education programs revealed no significant difference (Table 7). With an F-statistic value of .162 and a significance level (p-value) of .689, the results suggest there is insufficient evidence to reject the null hypothesis. This indicates that the existence of digital assets does not differentially impact male and female students in terms of acquiring entrepreneurship skills within the context of the study. In summary, the existence of digital assets appears to have a uniform impact on entrepreneurship skills development among students, regardless of gender, in the sampled business education programs.

DISCUSSION

Research question one focused on the digital assets available for entrepreneurship skills development in business education programs in Colleges of Education in Anambra State. The findings indicate that the digital landscape for entrepreneurship education in Anambra State's Colleges of Education is evolving, showcasing a mix of advancements and limitations. It was discovered that Business education programs in the state are increasingly incorporating e-books, providing a broad spectrum of knowledge on entrepreneurship skills, and aligning with global trends towards digital learning resources. In contrast, despite the proliferation of online platforms offering interactive courses that enhance entrepreneurship skills development, there remains a gap in access to high-quality digital assets (Wanget al., 2024). This finding agrees with observations that while entrepreneurship-focused webinars and podcasts are becoming central to progressive curriculums, the actual integration and usage of these digital tools are not fully realized (Torouset al., 2021). Moreover, mobile learning apps present flexible learning opportunities for entrepreneurship education, yet their potential is not fully tapped due to infrastructural and accessibility challenges (McQuigganet al., 2015). In a related study, it was noted that the disparity in digital asset existence significantly affects the comprehensiveness of entrepreneurship skills development (Fernández-Ragaet al., 2023). These findings highlight the complexity of integrating digital assets in entrepreneurship education, underscoring the need for strategic investments in digital infrastructure and resources to enhance learning outcomes.

Research question two covered the extent to which digital assets are utilized for entrepreneurship skills development in business education in Colleges of Education in Anambra State. It was discovered that the usage of digital assets for entrepreneurship skills development in the Colleges of Education in Anambra State presents a landscape of contrast and emerging opportunities. Despite the extensive potential to simulate real-world entrepreneurial scenarios through digital assets, the actual integration within the curriculum remains superficial. This finding agrees with the notion that while digital tools are available, their adoption and effective use in teaching and learning processes are not fully realized, indicating a gap between resource existence and usage (Al-Naim, 2023). In a related study, it was observed that interactive resources like simulations, though acknowledged for their educational potential, are not universally adopted across institutions, suggesting a need for broader institutional support and faculty training (Pollyet al., 2021). Furthermore, online mentorship platforms, which could significantly enhance entrepreneurship development, remain underutilized. This under usage points to a lack of awareness or possibly the absence of structured frameworks to integrate such platforms into the educational system effectively (VanLeeuwenet al., 2020). Curriculum flexibility and faculty innovation are highlighted as pivotal in enhancing the usage of digital assets for entrepreneurship

education. This suggests that the extent of digital asset usage is significantly influenced by the institutional environment, including the curriculum design and the faculty's readiness to innovate and integrate new teaching methods (Ranieriet al., 2018).

Research question three examined the impact of digital asset existence on students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State. It was seen that the impact of digital asset existence on students' acquisition of entrepreneurship skills in Anambra State's Colleges of Education is diverse, with both positive and nuanced effects observed. Digital assets play a crucial role in enhancing the understanding and application of entrepreneurship, aligning with the findings that they foster self-directed learning. This supports the notion that greater digital existence enables students to explore diverse entrepreneurial practices and gain exposure to various perspectives in the field (Lubis, 2019). In contrast, the usage of digital tools for collaboration among students in entrepreneurship education is not fully optimized. While digital assets have the potential to encourage collaboration and teamwork, their impact in this aspect remains underexplored and underutilized (Lesinskiset al., 2023). However, the continuous learning facilitated by digital assets, particularly in staying updated with current entrepreneurial trends, is widely acknowledged. This finding agrees with the view that digital assets provide a dynamic and evolving platform for students to stay informed and engaged in the ever-changing landscape of entrepreneurship (Bachmannet al., 2024).

Research question four was on the challenges that students face in accessing and utilizing digital assets in business education. The results showed that the challenges students face in accessing and utilizing digital assets in business education are significant, affecting the effectiveness of entrepreneurship skill acquisition. Limited digital infrastructure, a prevalent issue, hampers student engagement with online resources, a finding that resonates with the work of Obokoh& Goldman, (2016), who highlighted infrastructure deficits in Nigerian educational institutions. In contrast, financial constraints represent another barrier, limiting students' ability to access necessary digital tools, an issue that Vahediet al., (2021) also identified in their study on the digital divide in education. Moreover, the challenge of outdated technology, which restricts access to modern digital entrepreneurship resources, is in agreement with findings from Karichet al., (2014), emphasizing the need for technological updates in educational settings. Additionally, poor internet connectivity, as also discussed by Dridiet al., (2020), further restricts access to online content, mirroring global concerns in the digital education space. Lastly, limited awareness and understanding of available digital assets lead to underusage, a point that aligns with the observations of Reddyet al., (2023), who also noted a gap in digital literacy among

educators and students

In conclusion, the study on the existence and usage of digital assets for entrepreneurship skills development in Colleges of Education in Anambra State reveals a nuanced landscape. While there is a notable incorporation of digital tools such as e-books and online platforms, challenges persist. Limited access to high-quality resources, superficial integration of digital tools, underusage of online mentorship platforms, and barriers like poor internet connectivity and outdated technology hinder the full potential of digital assets. These findings underscore the need for strategic interventions to bridge the gap between existence and effective usage. Moreover, the study highlights the role of curriculum flexibility and faculty innovation in enhancing digital asset usage. Moving forward, investments in digital infrastructure, awareness programs, and capacity building for educators and students are crucial for maximizing the benefits of digital assets in entrepreneurship education. This study provides valuable understandings for policymakers, educators, and stakeholders aiming to improve entrepreneurship education through digital means in Anambra State's Colleges of Education.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are made for educational authorities, administrators, and faculty in Colleges of Education in Anambra State to enhance digital assets for entrepreneurship skills development:

Increase Access and Quality: Educational authorities should invest in high-quality digital resources and collaborate with content providers.

Improve Infrastructure: Administrators should enhance internet connectivity and update digital infrastructure.

Financial Support: Educational authorities should provide financial aid for digital tools through partnerships with government and private organizations.

Faculty Training: Administrators should ensure faculty receive training in digital tools and encourage curriculum innovation.

Promote Mentorship: Faculty and administrators should increase awareness and use of online mentorship platforms.

Awareness and Workshops: Administrators should conduct workshops to raise awareness and teach effective usage of digital assets.

Monitoring and Evaluation: Educational authorities should regularly evaluate digital asset effectiveness and gather feedback.

Self-Directed Learning: Faculty should emphasize digital tools that promote independent learning.

Implementing these steps will improve digital asset usage, enhancing entrepreneurship education quality and effectiveness.

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