



Availability and Utilization of Digital Resources for Entrepreneurship Skills Acquisition in Business Education Program in Colleges of Education in Anambra State

Chinwe Mikella Nebolisa

Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria

ABSTRACT

Background: Digital resources have become pivotal in enhancing teaching and learning, particularly in entrepreneurship education. In Nigeria, integrating such resources into Business Education programs is crucial for equipping students with relevant entrepreneurial skills. **Objective:** This study aimed to investigate the availability and utilization of digital resources for entrepreneurship skills acquisition among final-year Business Education students in Colleges of Education in Anambra State, Nigeria. **Method:** A structured questionnaire was used to collect data from a sample of 80 final-year students via Google Survey. The questionnaire addressed digital resource availability, usage patterns, and challenges. Hypotheses were tested using Analysis of Variance (ANOVA) to examine gender differences and the effect of digital resource availability on skill acquisition. **Result:** Findings revealed that while e-books and online platforms are accessible and integrated into the program, significant challenges remain. These include limited access to high-quality digital materials and persistent issues with internet connectivity, which hinder effective utilization. **Conclusion:** The study highlights a partially effective integration of digital resources into Business Education programs. To enhance entrepreneurship skill acquisition, it is essential to overcome the identified barriers. **Contribution:** This study contributes to the discourse on digital education in Nigeria by identifying critical gaps in digital resource availability and utilization. It provides actionable insights for policymakers, educators, and administrators aiming to strengthen entrepreneurship training through improved digital infrastructure and resource access.

KEYWORDS

Availability, Utilization, Digital resources, Entrepreneurship skills, Acquisition, Business education

ARTICLE HISTORY

Received: July 01, 2024

Revised: July 28, 2024

Accepted: August 20, 2024

Available online: August 28, 2024

CONTENT

[Introduction](#)

[Method](#)

[Result and Discussion](#)

[Implications and Contributions](#)

[Limitation & Future Research Directions](#)

[Conclusion](#)

[Acknowledgments](#)

[Author Contribution Statement](#)

[Conflict of Interest Statement](#)

[Ethical Approval Statement](#)

[References](#)

[Article Information](#)

1. INTRODUCTION

Business education equips individuals with essential skills and knowledge for success in the business world. It encompasses a wide range of 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-

* **Corresponding Author:** Chinwe Mikella Nebolisa, mikellaflo@gmail.com

Department of Business Education, Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria

Address: No. 1 college road, Abata, Nsugbe 432108, Anambra, Nigeria

How to Cite (APA 7th Edition):

Nebolisa, C. M. (2024). Availability and Utilization of Digital Resources for Entrepreneurship Skills Acquisition in Business Education Program in Colleges of Education in Anambra State. *Indonesian Journal of Innovative Teaching and Learning*, 1(2), 55-67. <https://ojs.aeducia.org/index.php/ijitl/article/view/173>



Copyright © 2024 by the author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0) (<https://creativecommons.org/licenses/by-sa/4.0/>)

making abilities crucial for thriving in diverse business environments. The integration of digital technology into business education has transformed how entrepreneurship skills are taught and acquired (Akpan & Akpan, 2022). Digital resources 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 availability and utilization of digital resources have become pivotal (Funke, 2021). The availability of digital resources 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 (Arowoia et al., 2024). For instance, e-books provide comprehensive understandings into 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.

The utilization of digital resources in entrepreneurship education varies significantly across different educational institutions. While some colleges and universities have successfully integrated digital tools into their curriculums, others lag behind, primarily using digital resources as supplementary materials rather than integral components of their education programs (Ojo & Okwilagwe, 2024). The effective utilization 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 resource availability and utilization on entrepreneurship skill acquisition in teaching and learning Business Education cannot be overstated. Digital resources 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 availability 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 (Lesinskiset et al., 2023). 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 resources 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 resources to revolutionize learning, there are significant gaps in their effective implementation and utilization in educational settings, particularly in developing regions. Research indicates that digital resources 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 availability 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 understandings that could bridge the gap between digital resource potential and their actual use in fostering entrepreneurship skill acquisition in Business Education, echoing the call by [Tellaet et al \(2018\)](#) for more targeted research into digital resource utilization 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.

1.1 Research Objectives

- a. Assess the current availability of digital resources for entrepreneurship skills acquisition in business education programs in Colleges of Education in Anambra State.
- b. Evaluate the extent to which digital resources are utilized for entrepreneurship skills acquisition in business education programs in Colleges of Education in Anambra State.
- c. Investigate the impact of digital resource availability on students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State.
- d. Identify the challenges faced by students in accessing and utilizing digital resources in business education in Colleges of Education in Anambra State.

1.2 Research Questions

- a. What are the digital resources available for entrepreneurship skills acquisition in business education programs in Colleges of Education in Anambra State?
- b. To what extent are digital resources utilized for entrepreneurship skills acquisition in business education programs in Colleges of Education in Anambra State?
- c. What is the impact of digital resource availability on students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State?
- d. What challenges do students face in accessing and utilizing digital resources in business education in Colleges of Education in Anambra State?

1.3 Research Hypotheses

H01: There is no significant difference in the utilization of digital resources for entrepreneurship skills acquisition between male and female students in business education programs in Colleges of Education in Anambra State.

H02: The availability of digital resources 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.

2. METHOD

2.1 Research Design

The methodology of this study involved a quantitative approach following descriptive survey design. The reason for using a survey design is to collect necessary information that allows researchers to have better decision-making strategies, prevent problems, and maintain continuous improvement. Through descriptive analysis, researchers can find out the characteristics of the data. This can be utilized to determine the next step, whether further analysis is needed or maybe it is enough to stop at descriptive analysis.

2.2 Research Subject

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).

2.3 Data Collection

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 resources within their entrepreneurship education programs.

The questionnaire included sections on demographic information, the availability of digital resources, the extent of their utilization, 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.

2.4 Data Analysis

Descriptive statistics, including mean, standard deviation, variance, skewness, and kurtosis, offered understandings into 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 utilization of digital resources between male and female students and to assess the impact of digital resource availability on students' acquisition of entrepreneurship skills. The ANOVA helped identify patterns and disparities in digital resource utilization, 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.

3. RESULT AND DISCUSSION

3.1 Result

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.

- a) Research Question 1: What are the digital resources available for entrepreneurship skills acquisition in business education programs in Colleges of Education in Anambra State?

Table 2. Specific Digital Resources Available for Entrepreneurship Skills Acquisition 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 acquisition 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.

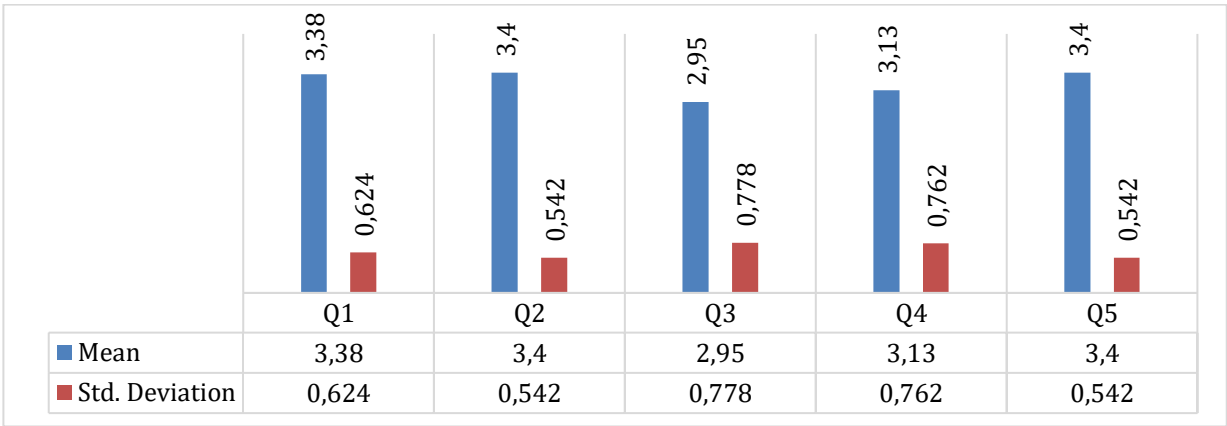


Figure 1: Mean and Standard Deviation of Digital Resources Available for Entrepreneurship Skills Acquisition in Business Education Programs

The mean scores and standard deviations in Table 2 and Figure 1 provide understanding into respondents' perceptions of specific digital resources for entrepreneurship skills acquisition 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 resources (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.

b) Research Question 2: To what extent are digital resources utilized for entrepreneurship skills acquisition in business education in Colleges of Education in Anambra State?

Table 3. Specific Digital Resources utilized for Entrepreneurship Skills Acquisition 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 resources are extensively utilized to simulate real-world entrepreneurial scenarios.

Q7: Actual integration of digital tools remains superficial despite availability

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

Q9: Online mentorship platforms are underused resources for entrepreneurship development

Q10: Utilization is influenced by curriculum flexibility and faculty innovation

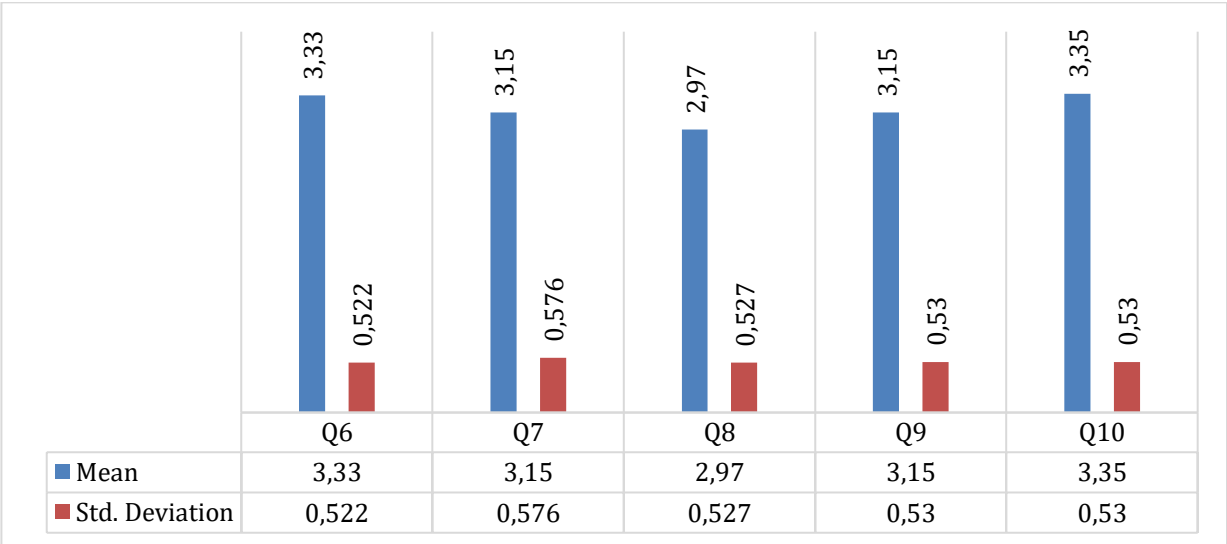


Figure 2. Mean and Standard Deviation of Digital Resources Utilized for Entrepreneurship Skills Acquisition in Business Education

Respondents in Table 2 and Figure 1 perceive digital resources 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 underutilization 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 resources in business education programs.

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

Table 4. Impact of digital Resource Availability On Students' Acquisition of Entrepreneurship Skills in Business Education Programs

	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	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 resources enhance understanding and application of entrepreneurship in education
- Q12: Greater digital availability fosters self-directed learning in entrepreneurial skills
- Q13: Digital resources expose students to diverse entrepreneurial practices and perspectives.
- Q14: Utilizing digital tools encourages collaboration among entrepreneurship education students.
- Q15: Digital resources support continuous learning in current entrepreneurial trends.

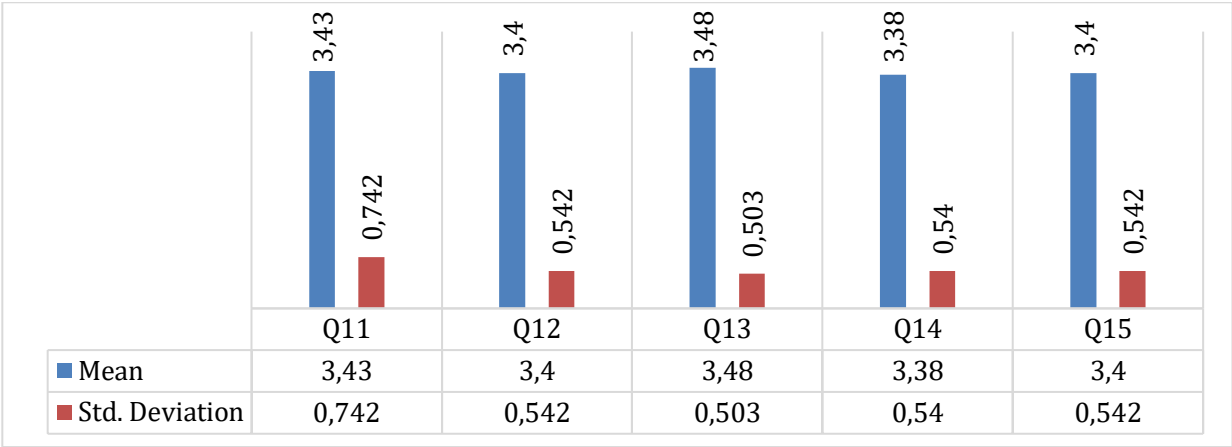


Figure 3. Mean and Standard Deviation of Digital Resources Utilized for Entrepreneurship Skills Acquisition in Business Education

Respondents Table 4 and Figure 3show positive perceptions towards digital resources for entrepreneurship education, with mean scores ranging from 3.38 to 3.48. They believe that digital resources 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 resources in entrepreneurship education.

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

Table 5. The Challenges Facing Students in Accessing and Utilizing Digital Resources in Business Education

	Variance	Skewness		Kurtosis	
	Statistic	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 resources enhance understanding and application of entrepreneurship in education
- Q17: Greater digital availability fosters self-directed learning in entrepreneurial skills
- Q18: Digital resources expose students to diverse entrepreneurial practices and perspectives.
- Q19: Utilizing digital tools encourages collaboration among entrepreneurship education students.
- Q20: Digital resources support continuous learning in current entrepreneurial trends.

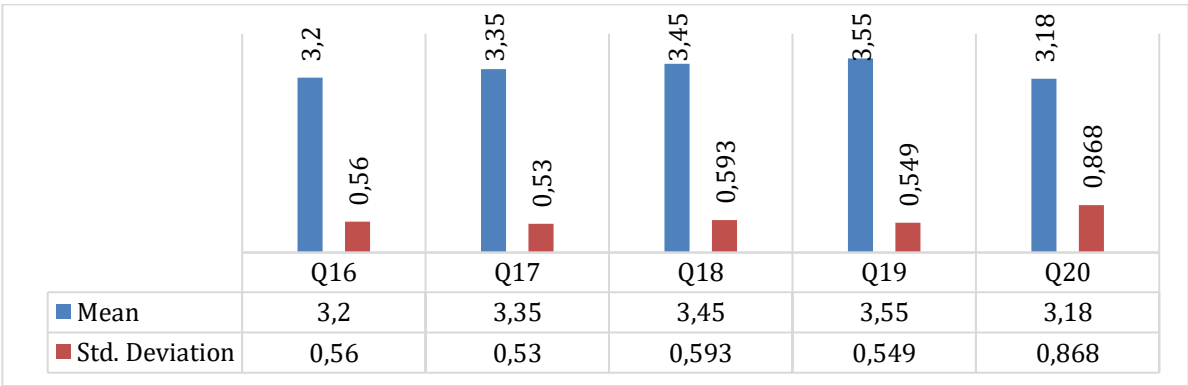


Figure 4. Mean and Standard Deviation of Challenges Facing Students in Accessing and Utilizing Digital Resources in Business Education

The responses in Table 5 and Figure 4 highlight challenges in accessing and utilizing digital resources 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 resources effectively. Limited digital infrastructure (Mean = 3.20) further hampers student engagement, while limited awareness about available resources (Mean = 3.18) contributes to their underutilization. The higher standard deviation for Q20 (0.868) indicates a wider range of responses, suggesting varying levels of awareness about digital resources among students.

e) Hypotheses Testing

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

Table 6. ANOVA on Difference in the Utilization of Digital Resources for Entrepreneurship Skills Acquisition 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 utilization of digital resources for entrepreneurship skills acquisition 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 stated that there is no difference in the utilization of digital resources 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 resources for entrepreneurship skills acquisition in business education programs.

f) Hypothesis 2: The availability of digital resources 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 Availability of Digital Resources 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		

	Sum of Squares	df	Mean Square	F	Sig.
Total	348.000	80			

The ANOVA analysis regarding the availability of digital resources 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 availability of digital resources does not differentially impact male and female students in terms of acquiring entrepreneurship skills within the context of the study. In summary, the availability of digital resources appears to have a uniform impact on entrepreneurship skills acquisition among students, regardless of gender, in the sampled business education programs.

3.2. Discussion

Research question one focused on the digital resources available for entrepreneurship skills acquisition in business education programs in Colleges of Education in Anambra State. The findings indicate thatdigital 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, aligning with global trends towards digital learning resources. In contrast, despite the proliferation of online platforms offering interactive courses that enhance entrepreneurship skills acquisition, there remains a gap in access to high-quality digital resources (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 utilization 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 resource availability significantly affects the comprehensiveness of entrepreneurship skills acquisition (Fernández-Ragaet al., 2023). These findings highlight the complexity of integrating digital resources 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 resources are utilized for entrepreneurship skills acquisition in business education in Colleges of Education in Anambra State. it was discovered that the utilization of digital resources for entrepreneurship skills acquisition 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 resources, 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 availability and utilization (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 underutilization 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 utilization of digital resources for entrepreneurship education. This suggests that the extent of digital resource utilization 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 resource availability 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 resource availability on students' acquisition of entrepreneurship skills in Anambra State's Colleges of Education is diverse, with both positive and nuanced effects observed. Digital resources play a crucial role in enhancing understanding and application of entrepreneurship, aligning with the findings that they foster self-directed learning. This supports the notion that greater digital availability enables students to explore diverse entrepreneurial practices and gain exposure to various perspectives in the field (Lubis, 2019). In contrast, the utilization of digital tools for collaboration among students in entrepreneurship education is not fully optimized. While digital resources 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 resources, particularly in staying updated with current entrepreneurial trends, is widely acknowledged. This finding agrees with the view that digital resources provide a dynamic and evolving platform for students to stay informed and engaged in the ever-changing landscape of entrepreneurship (Bachmann et al., 2024).

Research question four was on the challenges that students face in accessing and utilizing digital resources in business education. The results showed that the challenges students face in accessing and utilizing digital resources 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 resources lead to underutilization, a point that aligns with the observations of Reddy et al., (2023), who also noted a gap in digital literacy among educators and students.

4. IMPLICATIONS AND CONTRIBUTIONS

The findings of this study have practical implications for the development and enhancement of Business Education programs in Colleges of Education in Anambra State. Specifically, the results highlight the importance of ensuring the availability and effective utilization of digital resources as a critical component for entrepreneurship skills acquisition. By addressing issues such as limited access to high-quality digital content and poor internet connectivity, institutions can improve the learning experience and outcomes for students.

This study contributes to the growing body of literature on digital resource integration in higher education, particularly in the context of entrepreneurship education. It provides evidence-based insights that can inform curriculum development, resource allocation, and policy decisions aimed at strengthening Business Education programs. The study also serves as a reference point for educators, administrators, and policymakers seeking to leverage digital tools to foster entrepreneurial competencies among future graduates.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

This study was limited to examining the availability and utilization of digital resources for entrepreneurship skills acquisition within Business Education programs in Colleges of Education in Anambra State. As such, the findings may not be generalizable to other regions or educational contexts. Additionally, the study focused solely on student perceptions, without incorporating the perspectives of instructors, administrators, or policymakers.

For future research, it is recommended that scholars explore other critical dimensions of Business Education, such as curriculum design, pedagogical approaches, and institutional support mechanisms that influence entrepreneurship education. Comparative studies across different states or educational institutions could also provide broader insights. Moreover, incorporating qualitative methods or mixed-method approaches may yield a deeper understanding of the challenges and opportunities in integrating digital resources into entrepreneurship education in higher institutions.

6. CONCLUSION

This study examined the availability and utilization of digital resources for entrepreneurship skills acquisition in Business Education programs across Colleges of Education in Anambra State. The findings revealed a complex and mixed landscape. While certain digital tools such as e-books and online learning platforms are available and in use, their implementation often lacks depth, and many institutions face significant limitations. These include restricted access to high-quality digital content, outdated technological infrastructure, and unreliable internet connectivity. Such barriers hinder students' ability to fully benefit from digital resources designed to enhance entrepreneurial competencies.

Additionally, the study identified gaps in the effective use of digital tools due to limited faculty engagement and a lack of structured training or orientation for both educators and students. Curriculum rigidity and inadequate integration of technology into pedagogical strategies further contribute to the underutilization of digital tools. These

challenges point to the critical need for flexible curricula, enhanced teacher training, and a more innovative approach to integrating digital resources in entrepreneurship education. Addressing these areas would promote more active and meaningful engagement with available technologies.

In light of these findings, the study advocates for strategic investments in digital infrastructure, capacity-building initiatives, and policy support to strengthen digital resource utilization. Programs aimed at raising awareness and improving digital literacy among faculty and students are essential to maximize the impact of these tools. This research offers practical implications for educational stakeholders, including policymakers, school administrators, and curriculum developers, who are working to modernize Business Education through digital means. By narrowing the gap between the availability and effective use of digital resources, institutions can better prepare students with the entrepreneurial skills necessary for success in an increasingly digital economy.

Acknowledgments

The authors would like to thank their colleagues who have facilitated and provided support in connection with this research. Their contributions, encouragement, and assistance were instrumental in the successful execution of the study.

Author Contribution Statement

The author declares that this article's entire research and writing process was carried out independently. The author is fully responsible for all data related to this research. No other party has participated as an author or made a significant contribution to the content of this work.

Conflict of Interest Statement

The author confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

REFERENCES

- Akpan, U. I., & Akpan, N. (2022). New technology needs for teaching business education in tertiary institutions in Nigeria. *International Journal of research in Education, Science and Technology*, 5(1), 1-12. <https://www.globalacademicstar.com/download/article>
- Alao, O. E., Mojekwu, J. N., & Opara, C. C. (2024). Vocational Business Education Undergraduate Curriculum and Students' Empowerment for Sustainability in Nigeria. *Journal of Contemporary Issues and Thought*, 14(1), 16-29. <https://ejournal.upsi.edu.my/index.php/JCIT/article/view/8987>
- Alhammad, R., & Ku, H. Y. (2016). Graduate students' experiences and attitudes toward using e-books for college-level courses. *Journal of Educational Research and Innovation*, 5(2), 1. <https://digscholarship.unco.edu/jeri/vol5/iss2/1>
- Al-Naim, A. F. (2023). Enhancing workforce productivity and organizational agility through digital transformation: Role of technological integration, skills development initiatives and low organizational trust. *The Journal of Modern Project Management*, 11(1), 324-341. <https://journalmodernpm.com/manuscript/index.php/jmpm/article/view/642>
- Arowoiya, V. A., Oke, A. E., Ojo, L. D., & Adelusi, A. O. (2024). Driving Factors for the Adoption of Digital Twin Technology Implementation for Construction Project Performance in Nigeria. *Journal of Construction Engineering and Management*, 150(1), 05023014. <https://doi.org/10.1061/JCEMD4.COENG-13659>

- Azonuche, J. E. (2015). Availability and utilization of ICT in clothing and textiles education for effective technical vocational education and training (TVET) and national development. *Journal of Association of Vocational and Technical Educators of Nigeria*, 20(2), 8-19. <https://avten-edu.org.ng/journal/index.php/javten/issue/view/5>
- Bachmann, N., Rose, R., Maul, V., & Hölzle, K. (2024). What makes for future entrepreneurs? The role of digital competencies for entrepreneurial intention. *Journal of Business Research*, 174, 114481. <https://doi.org/10.1016/j.jbusres.2023.114481>
- Dridi, M. A., Radhakrishnan, D., Moser-Mercer, B., & DeBoer, J. (2020). Challenges of blended learning in refugee camps: When internet connectivity fails, human connection succeeds. *The International Review of Research in Open and Distributed Learning*, 21(3), 250-263. <https://doi.org/10.19173/irrodl.v21i3.4770>
- Fernández-Raga, M., Aleksić, D., İkiz, A. K., Markiewicz, M., & Streit, H. (2023). Development of a Comprehensive Process for Introducing Game-Based Learning in Higher Education for Lecturers. *Sustainability*, 15(4), 3706. <https://doi.org/10.3390/su15043706>
- Funke, L. O. (2021). Digital Technologies in Agricultural Development in Nigeria. In *International Conference on Innovative Systems for Digital Economy/ ISDE* (p. 77). <https://www.ncs.org.ng/international-conference-2021/>
- Karich, A. C., Burns, M. K., & Maki, K. E. (2014). Updated meta-analysis of learner control within educational technology. *Review of Educational Research*, 84(3), 392-410. <https://doi.org/10.3102/0034654314526064>
- Khan, A., & Ahmed, S. (2013). The impact of digital library resources on scholarly communication: challenges and opportunities for university libraries in Pakistan. *Library Hi Tech News*, 30(8), 12-29. <https://doi.org/10.1108/LHTN-07-2013-0046>
- Lesinskis, K., Mavlutova, I., Spilbergs, A., & Hermanis, J. (2023). Digital Transformation in Entrepreneurship Education: The Use of a Digital Tool KABADA and Entrepreneurial Intention of Generation Z. *Sustainability*, 15(13), 10135. <http://dx.doi.org/10.3390/su151310135>
- Lubis, R. L. (2019). Digital entrepreneurship in academic environment: are we there yet. *Journal of Teaching and Education*, 9(01), 167-193. <https://www.universitypublications.net/jte/0901/html/H9V493.xml>
- Mbanugo, C. I., & Uzoka, O. A. (2022). Strategies for improving the functionality of business studies at the basic education level in Anambra State, Nigeria. *Nigerian Journal of Business Education (NIGJBED)*, 8(3), 81-90. <http://www.nigjbed.com.ng/index.php/nigjbed/article/view/541/535>
- McQuiggan, S., McQuiggan, J., Sabourin, J., & Kosturko, L. (2015). *Mobile learning: A handbook for developers, educators, and learners*. John Wiley & Sons.
- Obokoh, L. O., & Goldman, G. (2016). Infrastructure deficiency and the performance of small-and medium-sized enterprises in Nigeria's Liberalised Economy. *Acta Commerci*, 16(1), 1-10. <http://dx.doi.org/10.4102/ac.v16i1.339>
- Ojo, M. B., & Okwilagwe, E. A. (2024). Assessment of Entrepreneurship Education Knowledge Acquisition, Change of Attitude to Entrepreneurship and Skills Acquisition in Entrepreneurship Among University Undergraduates in South-Western Nigeria. *European Journal of Theoretical and Applied Sciences*, 2(1), 713-723. [https://doi.org/10.59324/ejtas.2024.2\(1\).64](https://doi.org/10.59324/ejtas.2024.2(1).64)
- Polly, D., Martin, F., & Guilbaud, T. C. (2021). Examining barriers and desired supports to increase faculty members' use of digital technologies: Perspectives of faculty, staff and administrators. *Journal of Computing in Higher Education*, 33, 135-156. <https://link.springer.com/article/10.1007/s12528-020-09259-7>
- Quaicoe, J. S., & Pata, K. (2020). Teachers' digital literacy and digital activity as digital divide components among basic schools in Ghana. *Education and Information Technologies*, 25, 4077-4095. <https://doi.org/10.1007/s10639-020-10158-8>
- Ranieri, M., Raffaghelli, J., & Pezzati, F. (2018). Digital resources for faculty development in e-learning: a self-paced approach for professional learning. *Italian Journal of Educational Technology*, 26(1), 104-118. <http://dx.doi.org/10.17471/2499-4324/961>
- Reddy, P., Chaudhary, K., & Hussein, S. (2023). A digital literacy model to narrow the digital literacy skills gap. *Heliyon*, 9(4). <https://doi.org/10.1016/j.heliyon.2023.e14878>

- Rufus, O. S., Grace, A. M., Olalekan, A. O., Jwasshaka, S. K., & Bakare, S. F. (2024). Systematic development of entrepreneurship skills framework for students of electrical technology in Nigeria. *Environment and Social Psychology*, 9(3). <http://dx.doi.org/10.54517/esp.v9i3.1829>
- Tella, A., Orim, F., Ibrahim, D. M., & Memudu, S. A. (2018). The use of electronic resources by academic staff at The University of Ilorin, Nigeria. *Education and Information Technologies*, 23, 9-27. <https://link.springer.com/article/10.1007/s10639-017-9577-2>
- Torous, J., Bucci, S., Bell, I.H., Kessing, L.V., Faurholt-Jepsen, M., Whelan, P., Carvalho, A.F., Keshavan, M., Linardon, J. and Firth, J., 2021. The growing field of digital psychiatry: current evidence and the future of apps, social media, chatbots, and virtual reality. *World Psychiatry*, 20(3), pp.318-335. <https://doi.org/10.1002/wps.20883>
- Vahedi, Z., Zannella, L., & Want, S. C. (2021). Students' use of information and communication technologies in the classroom: Uses, restriction, and integration. *Active Learning in Higher Education*, 22(3), 215-228. <https://doi.org/10.1177/1469787419861926>
- Valverde-Berrocso, J., Fernández-Sánchez, M. R., Revuelta Dominguez, F. I., & Sosa-Díaz, M. J. (2021). The educational integration of digital technologies preCovid-19: Lessons for teacher education. *PloS one*, 16(8), e0256283. <https://doi.org/10.1371/journal.pone.0256283>
- VanLeeuwen, C. A., Veletsianos, G., Belikov, O., & Johnson, N. (2020). Institutional perspectives on faculty development for digital education in Canada. *Canadian Journal of Learning and Technology*, 46(2). <https://doi.org/10.21432/cjlt27944>
- Wang, C. L., & Chugh, H. (2014). Entrepreneurial learning: Past research and future challenges. *International journal of management reviews*, 16(1), 24-61. <https://doi.org/10.1111/ijmr.12007>
- Wang, Z., Wang, Z., Li, D., Yang, C., Zhang, Q., Chen, M., Gao, H. and Wei, L., 2024. High-quality semiconductor fibres via mechanical design. *Nature*, 626(7997), pp.72-78. <https://www.nature.com/articles/s41586-023-06946-0>

Article Information

Copyright holder:

© Nebolisa, C. M. (2024)

First Publication Right:

Indonesian Journal of Innovative Teaching and Learning

Article info:

<https://ojs.aeducia.org/index.php/ijitl/article/view/173>

Word Count: 6162

Disclaimer/Publisher's Note:

The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s). AEDUCIA and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.

This Article is licensed under: **CC-BY-SA 4.0**