Digital Skills Required by Business Education Graduates for Management of Small-Scale Businesses in Port Harcourt City, Rivers State

Dr. WOKOCHA Kelechi Da-Kaladokubo
Department of Business Education
Faculty of Education
Ignatius Ajuru University of Education,
Rumuolumeni, Port Harcourt,
Rivers State, Nigeria.
kelechi.wokocha@iaue.edu.ng,
07063743118

&

Dr. Moses, Z.O.P
Department of Business Education
Faculty of Education
Ignatius Ajuru University of Education,
Rumuolumeni, Port Harcourt,
Rivers State, Nigeria.
promise.moses@iaue.edu.ng
08036751695

&

JOSHUA Jennifer Asuquo
Department of Business Education
Faculty of Education
Ignatius Ajuru University of Education,
Rumuolumeni, Port Harcourt,
Rivers State, Nigeria.
joshuajennifer622@gmail.com
09026622164

Abstract

This study examined the digital skills required by Business Education graduates for the management of small-scale businesses in Port Harcourt City, Rivers State. The study was guided by three research questions and three null hypotheses tested at the 0.05 level of significance. A descriptive survey research design was adopted. The population was estimated at 155 Business Education graduates managing small-scale businesses in Port Harcourt City, while a sample of 105 graduates was selected using the snowball sampling technique. Data were collected using a structured questionnaire titled Digital Skills Required for Management of Small-Scale Businesses Questionnaire (DSRMSSBQ), which was face- and content-validated by the three experts. The reliability of the instrument was established using the test-retest method, which yielded a coefficient index of 0.78. Mean and standard deviation were used to answer the research questions, while the t-test was used to test the null hypotheses at the 0.05 level of significance. The findings showed that basic computer skills digital communication skills and digital data management skills were highly required for the management of small-scale businesses. The three null hypotheses were accepted, indicating that there were no significant differences between the mean ratings of male and female Business Education graduates on the three categories of digital skills. The study concluded that digital skills were essential competencies for the effective management of small-scale businesses by Business Education graduates. It was recommended that Business Education programmes should place greater emphasis on practical digital-skills training, while small-scale businesses and relevant institutions should provide opportunities for continuous ICT training and access to appropriate digital facilities.

Keywords: Digital Skills, Business Education Graduates, Small-Scale Businesses, Management.

Introduction

In recent decades, the global business environment has been rapidly transformed by the pervasive impact of digital technology. The integration of digital tools into business practices has revolutionized the way companies operate, communicate, and deliver products and services. Small-scale businesses, particularly in developing countries like Nigeria, have been greatly impacted by these changes, offering both challenges and opportunities. These businesses, which are critical to the economic fabric of nations, provide employment, stimulate innovation, and contribute to poverty alleviation. In Port Harcourt City, Rivers State, small-scale businesses play a central role in driving local economic growth, yet many struggle with the complex dynamics of business management in a digitally-driven world (Olusanya, 2019). Business Education, as an academic discipline, equips students with the essential skills to manage businesses, both in the public and private sectors. Graduates from Business Education programs are expected to possess a diverse set of competencies, which include management knowledge, entrepreneurial skills, and the ability to handle operational tasks efficiently. However, in an age dominated by digital technologies, there is an increasing need for graduates to be adept at using digital tools to run businesses, market products, engage customers, and manage financial transactions.

The concept of digital skills, as defined by the European Commission (2018), refers to the ability to use digital technologies effectively to solve problems, communicate, and enhance productivity. For business owners, this could include skills like digital marketing, e-commerce, data analysis, social media management, and the use of cloud-based tools for operations and customer relationship management. In Nigeria, the need for such skills is becoming more urgent, given the rapid technological advancements and the shift toward online business models. A study by Adebayo (2020) indicates that while Nigerian Business Education graduates often have a strong foundation in traditional business management principles, many lack the specific digital competencies required for modern-day business operations. This disconnect between business education and the evolving needs of the digital economy raises concerns about the preparedness of graduates to mange small-scale businesses in a competitive, tech-driven marketplace. While much attention has been given to the role of digital skills in larger enterprises, small-scale businesses face unique challenges and opportunities that necessitate tailored solutions (Ajayi & Oluwadare, 2019).

These businesses, often constrained by limited resources, require owners and operators who are resourceful, flexible, and able to integrate digital technologies to optimize business processes. Port Harcourt, a rapidly growing commercial hub in Nigeria, presents an interesting case study for examining these issues, as it is home to a wide range of small-scale businesses that have yet to fully leverage digital tools in their operations. Business Education graduates are trained to meet the demands of the business environment, yet their preparedness to handle small-scale businesses in Port Harcourt especially those that demand digital literacy—has not been systematically studied. This research, therefore, seeks to identify the digital skills required for management of small-scale businesses by Business Education graduates in Port Harcourt City of Rivers state.

Statement of the Problem

Despite the growing recognition of the importance of digital technologies in business operations, there exists a significant gap in the preparedness of Business Education graduates in Nigeria, particularly in Port Harcourt City, to effectively operate small-scale businesses. Although Business Education programs have traditionally focused on imparting management competencies, there has been little emphasis on integrating digital skills into the curriculum. Consequently, graduates of these programs are often underprepared to navigate the increasingly digital business landscape, which can result in operational inefficiencies, poor market reach, and financial mismanagement in small-scale enterprises. Small-scale businesses in Port Harcourt, like many others in Nigeria, face multiple challenges in adapting to modern business practices. These challenges include limited access to capital, lack of managerial expertise, and an inadequate understanding of digital tools necessary for marketing, customer management, and financial operations. While many Business Education graduates are equipped with the theoretical knowledge of business principles, their ability to apply these principles effectively in the context of a digital economy remains questionable. Despite the growing adoption of digital technologies in Nigerian businesses, many small-scale business owners still rely on outdated practices and lack the necessary digital competencies to thrive in the global marketplace.

The increasing trend of digitalization, along with the global COVID-19 pandemic, has made it imperative for business owners to adapt or risk falling behind. In Port Harcourt City, many small-scale businesses struggle to create an online presence, utilize digital marketing tools, manage customer relationships through technology, or even operate with cloud-based financial systems. The problem, therefore, lies in the insufficient integration of digital skills into Business Education training programs, which leaves graduates underprepared to meet the demands of small-scale business operations. Observations shows that while Business Education graduates possess the necessary theoretical knowledge, their inability to apply digital tools in real-world business scenarios hinders the growth of small businesses.

Moreover, the lack of a formalized understanding of the competencies needed for small-scale business operations further exacerbates the situation. It remains unclear which specific digital skills ranging from basic digital literacy to advanced skills in e-commerce or data analytics are most essential for Business Education graduates in Port Harcourt City to thrive in small-scale business environments. Therefore, there is a need to identify the gaps in digital skills that Business Education graduates possess and the level of preparedness they have for the practical demands of running small businesses. This research sought to bridge the gap by investigating the digital skills required for management of Small-Scale businesses in port harcourt city, Rivers state. By understanding these skills, it is possible to develop recommendations for improving educational programs, thereby enhancing the effective management of small-scale businesses in the region.

Aim and Objectives of the Study

The aim of this study was to examine digital skills required for management of small-scale businesses by business education graduates in Port Harcourt city, Rivers state. Specifically, the study sought to;

1: Identify the basic computer skills required for management of Small-Scale businesses by business education graduates in Port Harcourt City. Rivers state
2: Examine the digital communication skills required for management of Small-Scale businesses by business education graduates in Port Harcourt City, Rivers state
3: Ascertain the digital data management skills required for management of Small-Scale businesses by business education graduates in Port Harcourt City, Rivers state.

Research Questions

The study sought to answer the following research questions:

1: What are the basic computer skills required for management of Small-Scale businesses by business education graduates in Port Harcourt City, Rivers state?
2: What are the digital communication skills required for management of Small-Scale businesses by business education graduates in Port Harcourt City, Rivers state?
3: What are the digital data management skills required for management of Small-Scale businesses by business education graduates in Port Harcourt City, Rivers state?

Research Hypotheses

The following null hypotheses guided the study

1. There is no significant difference in the mean ratings of male and female business education graduates on the basic computer skills required for management of Small-Scale businesses in Port Harcourt City, Rivers state
2. There is no significant difference in the mean ratings of male and female business education graduates on the digital communication skills required for management of Small-Scale businesses in Port Harcourt City, Rivers state
3. There is no significant difference in the mean ratings of male and female business education graduates on the digital data management skills required for management of Small-Scale businesses in Port Harcourt City, Rivers state.

Methodology

This study adopted a descriptive survey research design. The population of the study was infinite. However, the population for this study consisted of 155 Business Education graduates managing small-scale businesses in Port Harcourt City Local Government Area, Rivers State. Marginal estimate of a population is given when the population of the study is infinite and the correct number of people/things within the population category is impossible to get (Nwankwo, 2016).

The sample size of the study was 105 Business Education graduates drawn from port Harcourt City, Rivers State. Snowball sampling technique was used in determining the study size. This was carried out through referrals and by meeting just one Business Education graduate, a chain of referrals was built to reach a reasonable number of 105 Business Education graduates managing Small-Scale businesses in port Harcourt city, Rivers State

Table 1: Sample Distribution

S/N	Gender	Total No. Of Business Education Graduates
1.	Female	53
2.	Male	52
TOTAL		105

***Source**: Small Businesses, Port Harcourt city, Rivers state, 2026*

The instrument for data collection in this study was a self-constructed questionnaire titled "Digital Skills Required for Management of Small-Scale Businesses Questionnaire" (DSRMSSBQ). The questionnaire was divided into two sections: Section A and Section B. Section A contained items on the demographic information of the respondents, including details such as gender, age, location. Section B contained structured items based on a 4-point Likert scale ranging from Highly Required(HR), Required(R), Slightly Required(SR), Not Required(NR). The instrument was subjected to face and content validation by the researcher's supervisor and two experts in Business Education and Measurement and evaluation from Ignatius Ajuru University of Education. The reliability of the instrument was determined through a pilot study using the test-retest method which yielded a reliability coefficient of 0.78 which indicated the instrument was reliable for the study. The researcher personally administered 20 copies of the questionnaire directly to the selected Business Education graduates managing Small-Scale businesses with the help of two research assistants who assisted in the distribution and collection of the instrument. The respondents were properly guided on how to complete the query, and all the completed copies were collected immediately after completion to ensure a high rate of return. Mean scores and Standard deviation was used to answer the three research questions formulated for the study. Responses related to each research question was tallied, weighted using mean scores of each item obtained. The t-test statistical tool was used to test the three null hypotheses. The analysis was carried out by the use of SPSS version 6.0, software. Decision was made at 0.05 level of significance.

Results

Research Question 1: What are the basic computer skills required for management of Small-Scale businesses by business education graduates in port Harcourt city, Rivers state?

Table 2: Mean Ratings on Basic Computer Skills Required for Management of Small-Scale Businesses by Business Education Graduates in Port Harcourt City, Rivers State. N=105

S/N	Statements	Business Education Graduates						Male/Female Managers		
		Female Managers (53)			Male Managers (52)					
		$\overline{X}$	STD	RMKS	$\overline{X}$	STD	RMKS	$\overline{X}$	STD	Remarks
1.	Ability to operate Windows/Android/iOS operating systems	4.25	0.91	HR	4.16	0.88	HR	4.21	0.90	HR
2.	Ability to use Microsoft Word for business documentation	4.22	0.88	HR	4.19	0.78	HR	4.21	0.83	HR
3.	Ability in using Microsoft Excel for calculations and records	4.34	0.81	HR	4.25	0.91	SHR	4.30	0.86	HR
4.	Ability to use Microsoft PowerPoint for business presentations	4.44	0.71	HR	4.32	0.80	HR	4.38	0.76	HR

5.	Ability in using Google Docs, Sheets and Slides	4.23	0.60	HR	4.19	0.62	HR	4.21	0.61	HR
6.	Ability to perform basic computer troubleshooting	4.33	0.66	HR	4.27	0.59	HR	4.30	0.63	HR
7.	Ability to use keyboard shortcuts for efficiency	4.41	0.62	HR	4.31	0.64	HR	4.36	0.63	HR
	Total Mean/SD	**30.22**	**5.19**		**29.69**	**5.22**		**29.97**	**5.22**	
	Grand Mean/SD	**4.32**	**0.74**	**HR**	**4.24**	**0.75**	**HR**	**4.28**	**0.75**	**HR**

***Source**: Survey Result, 2026.*

The data presented in Table 2 shows that the responses of the respondents for items 1-7 had an average mean score of 4.21, 4.21, 4.30, 4.38, 4.21, 4.30 and 4.36 respectively. This implies that in the opinion of the respondents the ability to operate Windows/Android/iOS operating systems, ability to use Microsoft Word for business documentation, ability to use Microsoft Excel for calculations and records, ability to use Microsoft PowerPoint for business presentations, ability to use Google Docs, Sheets and Slides, ability to perform basic computer troubleshooting and ability to use keyboard shortcuts for efficiency are all digital skills highly required for management of Small-Scale businesses. Above all, the grand mean of 4.28 indicated that digital skills are required for management of Small-Scale businesses. The standard deviation ranges from 0.61- 0.90 with a grand standard deviation of 0.75 which indicates a close response from the respondents on all items.

Research Question 2: What are the Digital Communication skills required for management of Small-Scale businesses by business education graduates in port Harcourt city, Rivers state?

Table 3: Mean Ratings on Digital Communication Skills Required for Management of Small-Scale Businesses by Business Education Graduates in Port Harcourt City, Rivers State. N=105

S/N	Statements	Business Education Graduates						Male/Female Managers		
		Female Managers (53)			Male Managers (52)					
		$\overline{X}$	STD	RMKS	$\overline{X}$	STD	RMKS	$\overline{X}$	STD	Remarks
8.	Ability to use Zoom/Google Meet for virtual business meetings	4.18	0.87	HR	4.20	0.92	HR	4.19	0.90	HR
9.	Ability to use WhatsApp Business for customer engagement	4.28	0.70	HR	4.15	0.74	HR	4.23	0.72	HR
10.	Ability to use Slack/Telegram for team communication	4.24	0.64	HR	4.29	0.85	HR	4.27	0.76	HR
11.	Ability to use social media: Facebook, Instagram, LinkedIn for business	4.32	0.59	HR	4.37	0.72	HR	4.35	0.66	HR
12.	Ability in professional email writing and etiquette	4.45	0.67	HR	4.25	0.68	HR	4.35	0.68	HR
13.	Ability in creating and managing business pages online	4.38	0.88	HR	4.44	0.60	HR	4.41	0.74	HR
14.	Ability to use video marketing for product demonstration	4.26	0.54	HR	4.19	0.88	HR	4.23	0.71	HR
	Total Mean/SD	**30.11**	**4.89**		**29.89**	**5.39**		**30.03**	**5.17**	
	Grand Mean/SD	**4.30**	**0.70**	**HR**	**4.27**	**0.77**	**HR**	**4.29**	**0.74**	**HR**

***Source**: Survey Result, 2026.*

The data presented in Table 3 shows that the responses of the respondents for items 8 - 14 had an average mean score of 4.19,4.23, 4.27, 4.35, 4.35, 4.41 and 4.23 respectively. This implies that in the opinions of the respondents ability to use Zoom/Google meet for virtual business meetings, ability to use WhatsApp business for customer engagement, ability to use slack/Telegram for team communication, ability to use social media: Facebook, Instagram, LinkedIn for business, ability in writing professional email writing and etiquette, ability in creating and managing business pages online, ability to use video marketing for product demonstration are all digital skills highly required for management of Small-Scale businesses. Above all, the grand mean of 4.29 indicated that digital skills are required for management of Small-Scale businesses. The standard deviation ranges from 0.66- 0.90 with a grand standard deviation of 0.74 which indicates a close response from the respondents on all items.

Research Question 3: What are the Digital Data Management skills required for management of Small-Scale businesses by business education graduates in port Harcourt city, Rivers state?

Table 4: Mean Ratings on Digital data management Skills Required for Management of Small-Scale Businesses by Business Education Graduates in Port Harcourt City, Rivers State. N = 105

S/N	Statements	Business Education Graduates						Male/Female Managers		
		Female Managers (53)			Male Managers (52)					
		$\overline{X}$	STD	RMKS	$\overline{X}$	STD	RMKS	$\overline{X}$	STD	Remarks
15.	Ability to perform data entry using spreadsheets	4.45	0.90	HR	4.30	0.71	HR	4.38	0.81	HR
16.	Ability in using Excel formulas and charts for data analysis	4.30	0.66	HR	4.41	0.62	HR	4.36	0.64	HR
17.	Ability in data backup and recovery	4.28	0.74	HR	4.22	0.89	HR	4.25	0.82	HR
18.	Ability to use password management for account security	4.52	0.88	HR	4.30	0.65	HR	4.41	0.77	HR
19.	Ability in identifying online scams and cyber fraud	4.18	0.62	HR	4.12	0.78	HR	4.15	0.70	HR
20.	Ability in using antivirus software	4.41	0.80	HR	4.43	0.93	HR	4.42	0.87	HR
21.	Ability to ensure data privacy for customer information	4.38	0.72	HR	4.48	0.55	HR	4.43	0.64	HR
	Total Mean/SD	**30.52**	**5.32**		**30.26**	**5.13**		**30.40**	**5.25**	
	Grand Mean/SD	**4.36**	**0.76**	**HR**	**4.32**	**0.73**	**HR**	**4.34**	**0.75**	**HR**

***Source**: Survey Result, 2026.*

The data presented in Table 4 shows that the responses of the respondents for items 15 - 21 had an average mean score of 4.38 4.36, 4.25, 4.43, 4.15, 4.33 and 4.43 respectively. This implies that in the opinion of the respondents the ability to perform data entry using spreadsheets, ability in using excel formulas and chart for data analysis, ability in data backup and recovery, ability to use password management for account recovery, ability in identifying online scams and cyber fraud, ability in using antivirus software, ability to ensure data privacy for customer information are all digital skills highly required for management of Small-Scale businesses. Above all, the grand mean of 4.33 indicated that digital skills are required for management of Small-Scale businesses. The standard deviation ranges from 0.64 - 0.82 with a grand standard deviation of 0.73 which indicates a close response from the respondents on all items.

Hypothesis 1: There is no significant difference in the mean ratings of male and female business education graduates on the basic computer skills required for management of Small-Scale businesses in Port Harcourt City, Rivers state.

Table 5: t-test of mean ratings on Basic Computer Skills Required for Management of Small-Scale Businesses

Respondents	N	Mean	Std. Dev.	df	t- Cal Value	t- Crit Value	L/Sig	Decision
Female Managers	53	4.32	0.74					
				103	0.55	1.98	0.05	Accepted
Male Managers	52	4.24	0.75					

***Source**: Survey Result, 2026.*

Table 5 above revealed a t-calculated value of 0.55 which is less than the t-critical value of 1.98. Thus, the null hypothesis was accepted. This means that there is no significant difference between the mean responses of male and female Business Education graduates regarding the basic computer skills required for the management of Small-Scale in port Harcourt city, Rivers state.

Hypothesis 2: There is no significant difference in the mean ratings of male and female business education graduates on the digital communication skills required for management of Small-Scale businesses in Port Harcourt City, Rivers state.

Table 6: t-Test of mean ratings on Digital Communication Skill Required for Management of Small-Scale Businesses

Respondents	N	Mean	Std. Dev.	df	t- Cal Value	t- Crit Value	L/Sig	Decision
Female Managers	53	4.30	0.70					
				103	0.21	1.98	0.05	Accepted
Male Managers	52	4.27	0.77					

***Source**: Survey Result, 2026.*

Table 6 above revealed a t-calculated value of 0.21 which is less than the t-critical value of 1.98. Thus, the null hypothesis was accepted. This means that there is no significant difference between the mean responses of male and female Business Education graduates regarding the digital communication skills required for the management of Small-Scale in port Harcourt city, Rivers state.

Hypothesis 3: There is no significant difference in the mean ratings of male and female business education graduates on the digital data management skills required for management of Small-Scale businesses in Port Harcourt City, Rivers state

Table 7: t-Test of mean ratings on Digital Data Management Skill Required for Management of Small-Scale Businesses

Respondents	N	Mean	Std. Dev.	df	t- Cal Value	t- Crit Value	L/Sig	Decision
Female Managers	53	4.36	0.76					
				103	0.28	1.98	0.05	Accepted
Male Managers	52	4.32	0.73					

***Source**: Survey Result, 2026.*

Table 4.6 above revealed a t-calculated value of 0.28 which is less than the t-critical value of 1.98. Thus, the null hypothesis was accepted. This means that there is no significant difference between the mean responses of male and female Business Education graduates regarding the digital data management skills required for the management of Small-Scale in port Harcourt city, Rivers state.

Discussion of Findings

The findings on research question 1 with respect to the basic computer skills required by business education graduates indicated that the respondents believes that the ability to operate Windows, Android, and iOS operating systems; use Microsoft Word for business documentation; use Microsoft Excel for calculations and record keeping; use Microsoft PowerPoint for business presentations; use Google Docs, Sheets, and Slides for collaborative tasks; perform basic computer troubleshooting; and utilize keyboard shortcuts for improved efficiency are essential basic computer skills required for the effective management of small-scale businesses. This finding suggests that Business Education managers recognize basic computer competence as a fundamental requirement for carrying out routine business operations efficiently and productively in today's digital business environment. This finding is in line with Okafor et al. (2021), who reported that computer literacy and digital competence improve the employability and entrepreneurial capabilities of Business Education graduates. The finding is also consistent with Afolabi and Adeyemi (2023), who found that proficiency in basic computer applications significantly enhances the operational efficiency and sustainability of small-scale enterprises.

Result on hypothesis one proved that Male and female managers of Small-Scale businesses in Rivers State do not differ significantly in their responses regarding the basic computer skills required by business Education graduates for the management of Small-Scale businesses.
This is an indication that basic computer skill is the most common digital skill required by business education graduates to manage Small-Scale businesses.

The findings on research question 2 with respect to the Digital Communication Skills Required for Management of Small-Scale Businesses by Business Education Graduates indicated that in the opinions of the respondents, ability to use Zoom/Google meet for virtual business meetings, ability to use WhatsApp business for customer engagement, ability to use slack/Telegram for team communication, ability to use social media: Facebook, Instagram, LinkedIn for business, ability in writing professional email writing and etiquette, ability in creating and managing business pages online, ability to use video marketing for product demonstration are all digital skills required for management of Small-Scale businesses. This finding suggests that digital communication skill is indispensable for management of Small-Scale businesses. It indicates that business education managers who possess these skills aforementioned are better equipped to for management of Small-Scale businesses. This finding is in line with Okoye (2020), who reported that communication skills, technological skills, managerial skills, organizational skills, and ICT skills are required by business education graduates for effective entrepreneurship practice. The finding is also consistent with Oko and Wagbara (2022), who found that business education graduates require digital communication skill such as the effective use of e-mail, internet technologies, and other ICT tools for entrepreneurial performance and global competitiveness. The finding of this study agrees with Wokocha (2025), who identified telecommunication competency as one of the essential electronic competencies required by Business Education graduates for effective workplace communication and organizational performance.

Result on hypothesis two proved that Male and female managers of Small-Scale businesses in Rivers State do not differ significantly in their responses regarding the digital communication skills required by business Education graduates for the management of Small-Scale businesses.
This is an indication that digital communication skill is required by business education graduates to manage Small-Scale businesses.

The findings on research question 3 with respect to the digital data management skills required by business education graduates indicated that in the opinion of the respondents the ability to perform data entry using spreadsheets, ability in using excel formulas and chart for data analysis, ability in data backup and recovery, ability to use password management for account recovery, ability in identifying online scams and cyber fraud, ability in using antivirus software, ability to ensure data privacy for customer information are all digital skills required for management of Small-Scale businesses. This finding suggests that Business Education managers recognise digital data management as a fundamental requirement for carrying out routine business operations efficiently and productively in today's digital business environment.

The finding also agrees with the empirical study of Akudolu and Onyeneke (2022), who found that Business Education graduates lacked adequate digital information and data management skills required by employers and recommended that the Business Education curriculum be re-adjusted to incorporate practical digital skill training to bridge the identified skills gap. Similarly, the finding corroborates the study of Okoro (2021), which revealed that digital information management, bookkeeping, ICT, and entrepreneurship skills are essential for Business Education students and graduates to remain globally competitive.

Result on hypothesis three proved that Male and female managers of Small-Scale businesses in Rivers State do not differ significantly in their responses regarding the digital data management skills required by business Education graduates for the management of Small-Scale businesses. This is an indication that digital management skill is required by business education graduates to manage Small-Scale businesses.

Conclusion

Based on the findings of this study, the researcher concluded that digital skills constitute essential skills required for the successful management of small-scale businesses by Business Education graduates in Port Harcourt City, Rivers State. The study established that skills in basic computer operations, digital communication, and digital data management contribute significantly to effective business operations, improved productivity, accurate record keeping, enhanced customer relations, and informed decision-making. The researcher further concluded that both male and female Business Education graduates possess similar perceptions regarding the importance of these digital skills, as evidenced by the absence of significant differences in their responses. Therefore, the acquisition and continuous development of digital skills remain indispensable for Business Education graduates seeking to thrive in modern entrepreneurial and business environments.

Recommendations

Based on the findings of the study, the following recommendations were made

1. Business Education graduates should be adequately trained in basic computer skills such as word processing, spreadsheet operations, presentation software, operating systems, file management, and basic computer troubleshooting. Small-scale business owners should also encourage graduates and employees to participate in regular digital-skills training to improve efficiency and productivity in business operations.
2. Business Education graduates should develop strong digital communication skills, including the effective use of email, instant messaging platforms, video-conferencing tools, social media, and other online communication channels. Small-scale business owners should provide access to appropriate digital communication tools and encourage their effective use for communicating with customers, suppliers, employees, and other business stakeholders.
3. Business Education graduates should be trained in digital data management skills, particularly electronic record keeping, data entry, data storage, retrieval, organization, backup, and the use of databases and cloud-based applications. Small-scale business owners should adopt appropriate digital data-management systems and ensure that employees are trained to manage business information accurately, securely, and efficiently.

References

Aina, M. A., Oyerinde, D. O., Onajite, O. G., & Falade, C. A. (2020). Evaluating perceived entrepreneurial skills for self-reliance among Business Education undergraduates in South-Western States' universities in Nigeria. Mediterranean Journal of Social Sciences, 11(2), 25–34. https://doi.org/10.36941/mjss-2020-0016

Akiti, N., & Onyemah, L. N. (2022). Business educator's strategies for acquisition of digital skills among Business Education graduates for self-reliance in a changing world. Nigerian Journal of Business Education, 9(1).

Akudolu, C. A., & Onyeneke, E. N. (2022). Digital skills gap among Business Education graduates of tertiary institutions in Anambra State: Implication for programme re-adjustment. Nigerian Journal of Business Education, 9(1), 231–241.

European Commission. (2018). DigComp into action: Get inspired, make it happen: A guide to the European Digital Competence Framework. Publications Office of the European Union. https://doi.org/10.2767/744360

Nwankwo, J. I. (2016). Introduction to research operations in education and social sciences (2nd ed.). Izharson Press Publishers.

Nwankwo, O. C. (2016). A practical guide to research writing for students in education and social sciences (6th ed.). M & J Grand Orbit and Communication Ltd.

Oko, M. C., & Wagbara, S. O. (2022). Digital skills needed by Business Education graduate for global competitiveness in entrepreneurship in Ebonyi State. Nigerian Journal of Business Education, 9(1).

Okoro, P. E. (2021). Entrepreneurship skills needed by Nigerian tertiary institution students and graduates for global relevance. International Journal of Higher Education, 10(4), 247–258. https://doi.org/10.5430/ijhe.v10n4p247

Okoye, K. R. E. (2017). ICT skills required of Business Education graduates for effective entrepreneurship practice in Anambra State. Nigerian Journal of Business Education, 4(1).

Uzoka, O. A., & Okoli, C. E. (2022). Digital skills of Business Education graduates in Abia State: Implication for curriculum re-organization and diversification. Nigerian Journal of Business Education, 9(1).

Wokocha, K. D., Appah, C. N., & West, J. J. (2020). Utilization of facilities for instructional delivery of undergraduate Business Education programme in Rivers State universities. Nigerian Journal of Business Education, 7(2).