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Influence Of Globalization On The Acquisition Of Digital Marketing And Entrepreneurial Skills Among Business Education Students In Delta State Tertiary Institutions

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ABSTRACT
This study examined the influence of globalization on the acquisition of digital marketing and entrepreneurial skills among Business Education students in Delta State tertiary institutions. Specifically, it investigated the influence of institutional digital infrastructure, global online platforms, and international trade awareness on students' skill acquisition, and tested for gender differences in their responses. The study adopted a descriptive survey research design. The population comprised 349 penultimate and final-year Business Education students drawn from four state-owned tertiary institutions in Delta State. A sample of 178 students was used for the analysis. Data were collected using a structured questionnaire titled "Influence of Globalization on the Acquisition of Digital Marketing and Entrepreneurial Skills Questionnaire" (IGADMESQ), which was validated by experts and yielded a Cronbach's Alpha reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions, while the Independent Samples t-test was used to test the hypotheses at the 0.05 level of significance. The findings revealed that institutional digital infrastructure, global online platforms, and international trade awareness all influence the acquisition of digital marketing and entrepreneurial skills among the students, with cluster mean scores of 3.03, 3.14, and 3.22 respectively. Furthermore, significant gender differences were found in all three areas, with male students reporting higher mean scores than their female counterparts. The study concluded that while global online platforms and international trade awareness positively support skill acquisition, inadequate institutional digital infrastructure remains a major barrier. It was recommended that tertiary institutions should upgrade digital facilities, deliberately integrate global online platforms into teaching, strengthen the teaching of international trade concepts, and adopt gender-responsive strategies to enhance the acquisition of digital marketing and entrepreneurial skills among Business Education students.
Keywords: Globalization, Digital Marketing Skills, Entrepreneurial Skills, Business Education, Institutional Digital Infrastructure, Global Online Platforms, International Trade Awareness, Tertiary Institutions.

INTRODUCTION

In an era defined by rapid technological advancements, cross-border commerce, and real-time cultural exchange, globalization has emerged as an inescapable and pivotal force in modern economies, fundamentally reshaping competitive landscapes worldwide. As Friedman (2005) eloquently posits, this phenomenon flattens traditional hierarchies and democratizes access to information, compelling nations

and corporate entities to either adapt dynamically or risk structural obsolescence. This integration is not merely economic; it amplifies the urgent need for a highly skilled workforce attuned to fluid global dynamics, particularly in emerging economies like Nigeria. Here, integration into transnational frameworks such as the African Continental Free Trade Area (AfCFTA) demands innovative approaches to human capital development, as highlighted by Obasa (2025) in examining the role of globalization in fostering entrepreneurial growth. Furthermore, as global organizations like the International Monetary Fund (2023) warn of geoeconomic fragmentation, education becomes the essential bridge to building resilient local economies. Consequently, the inevitable intersection of this global paradigm shift with education underscores a transformative reality: academic curricula must fundamentally evolve to incorporate international perspectives, robust digital competencies, and transnational entrepreneurial mindsets to prepare graduates for an increasingly borderless marketplace.

Within the Nigerian academic ecosystem, Business Education serves as a critical nexus for translating these global economic shifts into tangible human capital, functioning as a pragmatic subset of educational training designed to equip learners with the cognitive and psychomotor skills necessary for sustainable economic participation (Edeh & Olumakinwa, 2025; Umezulike, 2021). Historically, this discipline was rigidly compartmentalized to deliver highly localized instruction focused on routine administrative tasks, a framework that was effective for early industrial eras but completely lacks the digital agility required by today's borderless economy. To actively combat rising youth unemployment and fulfill its mandate for national wealth creation, the discipline must systematically dismantle its dependency on public-sector job preparation. Instead, it must cultivate robust entrepreneurial mindsets that empower students to become autonomous, transnational job creators. The statutory success of these educational programmes relies entirely on the tangible capacity of alumni to initiate sustainable enterprises and contribute meaningfully to the national Gross Domestic Product (Okoro, 2020). Furthermore, as the global market pivots toward digital-first enterprises, there is an urgent structural demand to equip Nigerian tertiary institution students with advanced digital marketing and strategic entrepreneurship skills to ensure their employability and global relevance (Okoro, 2021). Without this radical alignment, the academic system risks producing graduates who are theoretically sound but practically obsolete in a hyper-competitive digital economy.

The economic and pedagogical imperatives for adapting the business education curriculum to global standards are firmly anchored in a dual framework comprising Human Capital Theory and Constructivist Learning Theory. From a macroeconomic perspective, Human Capital Theory posits that education is a critical investment yielding direct economic returns and workforce productivity (Becker, 1964; Schultz, 1961). In the contemporary, hyper-connected global economy, the traditional definition of valuable human capital has shifted drastically; possessing mere administrative skills is no longer sufficient for graduate success. Instead, globalization explicitly demands human capital equipped with cross-cultural marketing competencies, digital agility, and dynamic entrepreneurial innovation (Edokpolor & Owenvbiugie, 2017). However, while Human Capital Theory successfully establishes this urgent economic rationale, it fundamentally treats the learning process as the passive transfer of skills, failing to provide an actionable instructional blueprint. To systematically address this pedagogical gap, Constructivist Learning Theory argues that meaningful knowledge is actively constructed by the learner through direct engagement with real-world complexities, rather than being passively absorbed from an instructor (Bada & Olusegun, 2015; Piaget, 1936; Vygotsky, 1978). Because the modern global business environment is characterized by fluctuating, non-linear challenges, instructional delivery must meticulously mimic this reality by abandoning static, lecture-heavy syllabi in favor of highly interactive, problem-based learning environments (Jonassen, 1991). Together, these theories form a complete paradigm: one dictating the urgent economic necessity for an upgraded curriculum, and the other providing the exact pedagogical mechanism required to successfully execute it in the classroom.

Central to this active construction of globalized knowledge is the critical role of digital infrastructure and global online platforms, both of which significantly influence the acquisition of modern digital marketing skills among penultimate and final-year students. The fundamental premise of globalization is inherently predicated upon seamless digital connectivity and robust technological ecosystems. However, the

infrastructural reality of many tertiary institutions in Nigeria remains structurally compromised by a pervasive digital divide, characterized by unstable electricity, limited broadband penetration, and a severe dearth of interactive smart classrooms (Owhoeke et al., 2023). This infrastructural deficit forces a detrimental pedagogical compromise, paralyzing students' capacity to actively engage with industry-standard digital platforms and severely hindering their digital dexterity. To effectively cultivate requisite globalized knowledge and reverse this trend, academic programmes must aggressively integrate technology not merely as a supplementary tool, but as the primary medium of pedagogical delivery and business simulation. For instance, the deliberate and systemic application of e-learning management systems, such as Zoom, serves as a vital technological intervention that successfully transitions students from passive theoretical observers into active, digitally resilient practitioners, a shift that is structurally vital for contemporary business education (Okoro, 2024). Furthermore, beyond foundational infrastructure, active exposure to global online platforms, including social media commerce networks, cross-border supply chain interfaces, and data-driven e-commerce platforms, fundamentally rewrites the rules of consumer engagement. By practically navigating these digital environments, students learn to decode complex consumer behavior models and develop the cultural intelligence necessary to design targeted digital marketing campaigns that resonate across diverse, transnational demographics (Egajivwie, 2024; Uzoamaka & Okpuzor, 2025).

Beyond the acquisition of digital marketing competencies, globalization profoundly influences the development of practical entrepreneurial skills through a heightened awareness of international trade and cross-border economic frameworks. Historically, the traditional Nigerian business curriculum was structurally biased toward producing mid-level administrative personnel designed to serve highly localized, saturated economies. However, strategic exposure to borderless digital trends and multilateral macroeconomic agreements, most notably the African Continental Free Trade Area (AfCFTA), fundamentally alters the entrepreneurial calculus for penultimate and final-year business students. By pedagogically embedding these global realities, students are intellectually liberated from the constraints of strictly localized problem-solving. They are empowered to transcend the ambition of running domestic micro-enterprises, learning instead to identify macro-level market inefficiencies and design scalable, tech-driven ventures that address both Nigerian challenges and broader, transnational market needs. Furthermore, an active awareness of global supply chains and cross-border e-commerce networks inherently democratizes access to venture creation, equipping students to leverage international digital platforms to launch asset-light startups. Ultimately, this comprehensive trade awareness transforms the business graduate from a passive job seeker reliant on a rapidly shrinking public sector into a dynamic, transnational job creator capable of attracting external investment and competing aggressively on the global stage.

A review of recent empirical literature strongly corroborates the critical need for this educational paradigm shift, yet it also exposes significant gaps in current academic research that this study seeks to address. Broadly, empirical evidence from Mandrinos and Lim (2023) demonstrates that globalization has spurred a massive surge in demand for entrepreneurship education, influencing higher education trends globally to emphasize practical, internationally relevant skills amid escalating competition. Focusing on the Nigerian context, Odigili and Omorojie (2025) established that outdated curricula and severe infrastructural deficits critically hinder the integration of essential contemporary competencies, such as data analytics and e-commerce, directly exacerbating unemployment rates among business graduates in a post-oil economy. Furthermore, local studies by Egajivwie (2024) and Uzoamaka and Okpuzor (2025) highlight that advanced digital marketing competencies and systemic digital skills are now non-negotiable prerequisites for graduate employability and successful venture creation in Delta State. However, while these studies successfully validate the broad macroeconomic impacts of globalization and the general necessity of technology in education, they predominantly treat curriculum reform as a macro-level policy issue. A critical empirical gap persists: there remains a distinct lack of targeted research investigating precisely how specific, localized global forces, namely, the practical availability of institutional digital infrastructure, active engagement with global online platforms, and acute international trade awareness,

directly influence the tangible acquisition of digital marketing and entrepreneurial skills among Business Education students in Delta State Tertiary Institutions.

Statement of the Research Problem

Despite the established theoretical necessity and the clear economic mandates of globalization, a profound pedagogical misalignment persists within the Nigerian tertiary educational framework. The core problem this research addresses is the glaring gap between the dynamic, technology-driven competencies required by the modern, borderless corporate sector and the static, localized instructional delivery currently prevalent in Business Education programmes. While existing literature acknowledges the broad impacts of the digital divide and outdated curricula, there is a critical dearth of targeted empirical evidence assessing how specific global drivers, namely, institutional digital infrastructure, global online platforms, and international trade awareness, directly influence the acquisition of advanced digital marketing and entrepreneurial skills. Furthermore, it remains empirically unverified whether demographic variables, such as gender, significantly alter students' experiences and skill acquisition within this new digital paradigm. Therefore, this study is explicitly designed to bridge this literature gap by evaluating the influence of globalization on the acquisition of digital marketing and entrepreneurial skills among penultimate and final-year Business Education students in Delta State Tertiary Institutions. Speculatively, the findings will reveal that robust institutional infrastructure and active engagement with global digital ecosystems significantly accelerate the acquisition of these transnational competencies, thereby providing a data-driven framework for urgent curriculum adaptation., thereby providing a data-driven framework for urgent curriculum adaptation.

Objectives of the Study

The objective of this study is to examine the influence of globalization on the acquisition of digital marketing and entrepreneurial skills among Business Education students in Delta State Tertiary Institutions. Specifically, the study seeks to:

1. Determine the influence of institutional digital infrastructure on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions.
2. Ascertain the influence of global online platforms on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions.
3. Evaluate the influence of international trade awareness on the acquisition of entrepreneurial skills among Business Education students in Delta State Tertiary Institutions.

Research Questions

The following research questions were raised to guide the study:

1. What is the influence of institutional digital infrastructure on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions?
2. What is the influence of global online platforms on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions?
3. What is the influence of international trade awareness on the acquisition of entrepreneurial skills among Business Education students in Delta State Tertiary Institutions?

Hypotheses

The following null hypotheses will be tested at a 0.05 level of significance:

1. There is no significant difference in the mean responses of male and female Business Education students regarding the influence of institutional digital infrastructure on their acquisition of digital marketing skills.
2. There is no significant difference in the mean responses of male and female Business Education students regarding the influence of global online platforms on their acquisition of digital marketing skills.
3. There is no significant difference in the mean responses of male and female Business Education students regarding the influence of international trade awareness on their acquisition of entrepreneurial skills.

RESEARCH METHOD AND PROCEDURE

The study adopted a descriptive survey research design to systematically collect data and describe the influence of globalization on skill acquisition without manipulating independent variables, and it was guided by three research questions and three hypotheses. The population comprised 349 registered penultimate (300L/NCE II) and final-year (400L/NCE III) Business Education students for the 2025/2026 session. These were drawn from the four state-owned tertiary institutions in Delta State: Delta State University (DELSU), University of Delta (UNIDEL), College of Education, Warri, and College of Education, Mosogar. A sample of 186 students was determined using Taro Yamane's formula at a 0.05 significance level. A proportionate stratified random sampling technique was utilized to ensure fair representation and prevent skewed data from the larger institutions. Data was collected using a researcher-developed instrument titled "Influence of Globalization on the Acquisition of Digital Marketing and Entrepreneurial Skills Questionnaire" (IGADMESQ). Section A covered demographic data (Gender and Academic Level). Section B contained 60 core items spread across three clusters, structured on a 4-point scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was validated by three experts from DELSU (two in Business Education, one in Measurement and Evaluation). To establish internal consistency, a pilot test was conducted on 20 Business Education students from Edo State. Data from the pilot study yielded a Cronbach's Alpha coefficient of 0.82 via SPSS, confirming high reliability. The researcher and four briefed research assistants administered the questionnaire directly to the respondents. Out of the 186 copies administered, all 178 were successfully retrieved. The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, specifically Mean and Standard Deviation, were used to answer the three research questions. The decision rule for the research questions was based on a threshold mean score of 2.50. Any item with a mean score of 2.50 or above was considered "Agreed," while any item with a mean score below 2.50 was considered "Disagreed." Furthermore, the independent samples t-test, an appropriate inferential statistic for comparing the means of two independent groups, was used to test the three null hypotheses based on gender differences. The hypotheses were tested at a 0.05 probability/confidence level. The decision threshold for the hypotheses was: if the calculated p-value is less than or equal to the 0.05 level of significance, the null hypothesis is rejected; conversely, if the p-value is greater than 0.05, the null hypothesis is retained.

PRESENTATION OF RESULTS

Research Question 1: *What is the influence of institutional digital infrastructure on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions?*

Table 1: Descriptive Statistics on the Influence of Institutional Digital Infrastructure on the Acquisition of Digital Marketing Skills

S/N	Items	N	Mean	Std. Deviation	Decision
1	Poor internet connection on campus slows down my digital marketing practice.	178	3.05	0.86	Agreed
2	Frequent power outages disrupt my practical classes in the computer lab.	178	3.07	0.86	Agreed
3	The computers in our departmental lab are too outdated for modern digital marketing software.	178	2.92	0.89	Agreed
4	I spend my personal money on data subscriptions because the school Wi-Fi is unreliable.	178	3.15	0.90	Agreed
5	There are not enough computers in the lab for every student to practice individually.	178	3.03	0.85	Agreed
6	The lack of projectors in classrooms makes it hard to follow digital marketing demonstrations.	178	2.92	0.90	Agreed
7	I rely mainly on my smartphone to practice because school computers are usually faulty.	178	3.02	0.86	Agreed
8	Overcrowded computer labs prevent me from gaining hands-on	178	3.12	0.91	Agreed

	digital skills.				
9	Unavailability of premium digital marketing tools in the lab limits my practical learning.	178	2.92	0.87	Agreed
10	My department does not provide free internet access for students to run online campaigns.	178	3.06	0.86	Agreed
11	Limited access to the computer lab outside lecture hours stops me from practicing my skills.	178	3.02	0.86	Agreed
12	Slow campus internet makes it frustrating to watch tutorial videos on digital marketing.	178	3.02	0.95	Agreed
13	We are taught digital marketing mostly on the chalkboard due to a lack of working systems.	178	3.04	0.86	Agreed
14	The school does not provide immediate technical support when computers freeze during practicals.	178	3.06	0.86	Agreed
15	I cannot effectively practice e-commerce logistics because the school network is restricted.	178	2.93	0.88	Agreed
16	A lack of reliable backup power (like generators) ruins our scheduled digital practicals.	178	3.15	0.90	Agreed
17	Our school labs do not have basic social media marketing simulation software installed.	178	3.04	0.85	Agreed
18	The physical condition of the computer lab discourages me from learning digital skills.	178	2.95	0.89	Agreed
19	I acquire more digital marketing skills at home than I do using the school's facilities.	178	3.02	0.86	Agreed
20	If the university upgraded its digital infrastructure, my online marketing skills would improve significantly.	178	3.15	0.90	Agreed
	Cluster Mean	178	**3.03**	**0.75**	**Agreed**

Source: Field Survey, 2026

The result presented in Table 1 revealed the descriptive statistics on the influence of institutional digital infrastructure on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions. The analysis showed that all the twenty items recorded mean scores above the benchmark mean of 2.50, with a cluster mean of 3.03 and a standard deviation of 0.75. This indicates that the respondents agreed that institutional digital infrastructure influences the acquisition of digital marketing skills among Business Education students. The finding suggests that challenges such as poor internet connectivity, frequent power outages, outdated computers, and inadequate technical support in the institutions' laboratories constitute significant barriers to students' practical acquisition of digital marketing skills. The result further implies that the current state of digital infrastructure in the studied tertiary institutions is not adequately supportive of effective digital marketing training, thereby compelling students to rely more on personal resources and alternative means to develop their skills.

Research Question 2: *What is the influence of global online platforms on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions?*

Table 2: Descriptive Statistics on the Influence of Global Online Platforms on the Acquisition of Digital Marketing Skills

S/N	Items	N	Mean	Std. Deviation	Decision
21	Using WhatsApp Business helps me understand how to engage with online customers.	178	3.11	0.60	Agreed
22	Promoting items on my Instagram page has improved my practical digital marketing skills.	178	3.11	0.60	Agreed
23	I learn how to target specific audiences by experimenting with Facebook Ads.	178	3.12	0.60	Agreed
24	Navigating e-commerce sites like Jumia teaches me how to list and describe products properly.	178	3.10	1.00	Agreed
25	Watching YouTube tutorials has significantly improved my knowledge of online marketing.	178	3.23	0.64	Agreed
26	I practice content creation by making short promotional videos on TikTok or Instagram Reels.	178	3.12	0.59	Agreed
27	Selling or promoting items on Twitter (X) helps me understand online consumer behavior.	178	3.13	0.59	Agreed
28	Using Canva or similar mobile apps to design social media flyers improves my marketing abilities.	178	3.12	1.00	Agreed
29	Buying items on online platforms helps me understand how the e-commerce supply chain works.	178	3.13	0.61	Agreed
30	Observing international brands on social media shows me how to market products effectively.	178	3.21	0.63	Agreed
31	Looking at the number of likes, shares, and views on my posts teaches me basic social media analytics.	178	3.14	0.59	Agreed
32	I learn digital pricing strategies by comparing product costs on global sites like AliExpress.	178	3.10	1.01	Agreed
33	Organizing online giveaways or promos on social media teaches me how to drive online traffic.	178	3.11	0.61	Agreed
34	Setting up a mini online store on platforms like Selar has boosted my e-commerce skills.	178	3.12	0.60	Agreed
35	Reading online product reviews helps me understand the importance of customer feedback.	178	3.24	0.64	Agreed
36	Following successful digital marketers online gives me practical strategies I can use today.	178	3.12	1.00	Agreed
37	Replying to direct messages (DMs) from potential buyers improves my online customer service skills.	178	3.15	0.59	Agreed
38	Using hashtags effectively on social media has taught me how to increase product visibility.	178	3.11	0.60	Agreed
39	I use Telegram groups or channels to learn how to market products to a large community.	178	3.12	0.61	Agreed
40	Global online platforms make it easier for me to learn digital marketing than the traditional classroom.	178	3.20	1.05	Agreed
	Cluster Mean	178	**3.14**	**0.57**	**Agreed**

Source: Field Survey, 2026

The result presented in Table 2 showed the descriptive statistics on the influence of global online platforms on the acquisition of digital marketing skills among Business Education students in Delta State Tertiary Institutions. The analysis revealed that all the twenty items had mean scores above the benchmark mean of 2.50, with a cluster mean of 3.14 and a standard deviation of 0.57. This indicates that the respondents agreed that global online platforms influence the acquisition of digital marketing skills among Business Education students. The finding suggests that students actively utilize platforms such as

YouTube, Instagram, WhatsApp Business, and other social media tools to enhance their practical digital marketing competencies. The relatively high cluster mean score further implies that exposure to global online platforms provides students with accessible, practical, and self-directed learning opportunities that complement formal classroom instruction in digital marketing.

Research Question 3: *What is the influence of international trade awareness on the acquisition of entrepreneurial skills among Business Education students in Delta State Tertiary Institutions?*

Table 3: Descriptive Statistics on the Influence of International Trade Awareness on the Acquisition of Entrepreneurial Skills

S/N	Items	N	Mean	Std. Deviation	Decision
41	Learning about the African Continental Free Trade Area (AfCFTA) has encouraged me to think about starting a business.	178	3.33	0.69	Agreed
42	Knowing that I can sell products to other African countries makes me want to become an entrepreneur.	178	3.00	0.51	Agreed
43	Classroom discussions on international trade have taught me how to identify global business opportunities.	178	3.31	0.69	Agreed
44	Understanding foreign exchange rates helps me plan how to price my future products correctly.	178	3.30	0.69	Agreed
45	My awareness of cross-border trade makes me confident to design products for international customers.	178	3.11	0.90	Agreed
46	Learning about global supply chains has improved my skills in writing practical business plans.	178	3.29	0.68	Agreed
47	I am more innovative with my business ideas because I study how foreign companies operate.	178	3.32	0.69	Agreed
48	My knowledge of international markets has taught me how to package products to meet global standards.	178	2.97	0.47	Agreed
49	Understanding import and export rules helps me know how to source materials for a business.	178	3.32	0.69	Agreed
50	Exposure to global business trends in school has improved my risk-taking skills as a future entrepreneur.	178	3.43	0.98	Agreed
51	Knowing how international shipping works (like DHL or FedEx) gives me the confidence to start an e-commerce business.	178	2.99	0.50	Agreed
52	Studying global trade agreements helps me understand the legal and ethical side of running a business.	178	3.30	0.69	Agreed
53	I have learned how to structure a business better by looking at successful international startups.	178	3.30	0.69	Agreed
54	Awareness of foreign competition forces me to think of unique ways to improve my local business ideas.	178	2.99	0.50	Agreed
55	Learning about global payment gateways (like Paystack or PayPal) has improved my financial management skills.	178	3.43	0.98	Agreed
56	My understanding of international consumer behavior helps me brainstorm better product designs.	178	3.32	0.69	Agreed
57	Discussing global economic trends in class has sharpened my problem-solving skills for business.	178	2.97	0.48	Agreed
58	Knowing about cross-border e-commerce motivates me to create an online business rather than renting a physical shop.	178	3.29	0.68	Agreed
59	I have developed better business negotiation skills by studying international trade case studies.	178	3.32	0.69	Agreed
60	Overall, my awareness of global trade opportunities makes me feel highly prepared to launch my own business after graduation.	178	3.10	0.90	Agreed
	Cluster Mean	178	**3.22**	**0.59**	**Agreed**

Source: Field Survey, 2026

The result presented in Table 3 revealed the descriptive statistics on the influence of international trade awareness on the acquisition of entrepreneurial skills among Business Education students in Delta State

Tertiary Institutions. The analysis showed that all the twenty items recorded mean scores above the benchmark mean of 2.50, with a cluster mean of 3.22 and a standard deviation of 0.59. This indicates that the respondents agreed that awareness of international trade influences the acquisition of entrepreneurial skills among Business Education students. The finding suggests that students' exposure to global trade issues, such as the African Continental Free Trade Area (AfCFTA), international payment systems, and global business trends, has positively shaped their entrepreneurial mindset and preparedness. The relatively high cluster mean score further implies that awareness of international trade opportunities enhances students' confidence, innovativeness, and readiness to engage in entrepreneurial ventures beyond the local market.

Hypothesis 1

Hypothesis 1: There is no significant difference in the mean responses of male and female Business Education students regarding the influence of institutional digital infrastructure on their acquisition of digital marketing skills.

Table 4: Independent Samples t-test on the Influence of Institutional Digital Infrastructure on Digital Marketing Skills by Gender

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	81	3.27	0.39	0.04
Female	97	2.83	0.91	0.09

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
	F	Sig.
Equal variances assumed	39.01	.000
Equal variances not assumed		

Source: Field Survey, 2026

The result of the Independent Samples t-test presented in Table 4 showed a statistically significant difference in the mean responses of male and female Business Education students regarding the influence of institutional digital infrastructure on the acquisition of digital marketing skills. The Levene's test for equality of variances was significant (F = 39.01, p = .000), indicating that equal variances could not be assumed; therefore, the t-test result for equal variances not assumed was interpreted. The result revealed a t-value of 4.330 with 134.64 degrees of freedom and a p-value of .000, which is less than the 0.05 level of significance. Consequently, the null hypothesis was rejected. This implies that there is a significant difference in the mean responses of male and female students, with male students (Mean = 3.27) reporting a higher perception of the influence of institutional digital infrastructure on their digital marketing skills acquisition than their female counterparts (Mean = 2.83).

Hypothesis 2: There is no significant difference in the mean responses of male and female Business Education students regarding the influence of global online platforms on their acquisition of digital marketing skills.

Table 5: Independent Samples t-test on the Influence of Global Online Platforms on Digital Marketing Skills by Gender

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	81	3.35	0.35	0.04
Female	97	2.96	0.66	0.07

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
	F	Sig.
Equal variances assumed	24.54	.000
Equal variances not assumed		

Source: Field Survey, 2026

The result of the Independent Samples t-test presented in Table 5 revealed a statistically significant difference in the mean responses of male and female Business Education students regarding the influence of global online platforms on the acquisition of digital marketing skills. The Levene's test for equality of variances was significant (F = 24.54, p = .000), indicating that equal variances could not be assumed; therefore, the t-test result for equal variances not assumed was interpreted. The analysis yielded a t-value of 5.021 with 151.28 degrees of freedom and a p-value of .000, which is less than the 0.05 level of significance. Consequently, the null hypothesis was rejected. This implies that there is a significant difference in the mean responses of male and female students, with male students (Mean = 3.35) reporting a higher perception of the influence of global online platforms on their digital marketing skills acquisition than their female counterparts (Mean = 2.96).

Hypothesis 3: There is no significant difference in the mean responses of male and female Business Education students regarding the influence of international trade awareness on their acquisition of entrepreneurial skills.

Table 6: Independent Samples t-test on the Influence of International Trade Awareness on Entrepreneurial Skills by Gender

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	81	3.44	0.24	0.03
Female	97	3.04	0.72	0.07

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
	F	Sig.
Equal variances assumed	48.54	.000
Equal variances not assumed		

Source: Field Survey, 2026

The result of the Independent Samples t-test presented in Table 6 revealed a statistically significant difference in the mean responses of male and female Business Education students regarding the influence of international trade awareness on the acquisition of entrepreneurial skills. The Levene's test for equality of variances was significant (F = 48.54, p = .000), indicating that equal variances could not be assumed; therefore, the t-test result for equal variances not assumed was interpreted. The analysis yielded a t-value of 5.141 with 120.35 degrees of freedom and a p-value of .000, which is less than the 0.05 level of significance. Consequently, the null hypothesis was rejected. This implies that there is a significant difference in the mean responses of male and female students, with male students (Mean = 3.44) reporting a higher perception of the influence of international trade awareness on their entrepreneurial skills acquisition than their female counterparts (Mean = 3.04).

DISCUSSION OF FINDINGS

The findings of this study provide empirical insight into the influence of globalization on the acquisition of digital marketing and entrepreneurial skills among Business Education students in Delta State tertiary institutions. The results from the three research questions and three hypotheses are discussed in relation to the theoretical framework and existing literature.

The first finding revealed that institutional digital infrastructure significantly influences the acquisition of digital marketing skills among the students, with a cluster mean of 3.03. Respondents largely agreed that challenges such as poor internet connectivity, frequent power outages, outdated computers, overcrowded laboratories, and lack of technical support hinder their practical engagement with digital marketing tools. This finding aligns with the observations of Owhoeke et al. (2023), who noted that infrastructural deficits in Nigerian tertiary institutions create a digital divide that limits students' capacity to develop relevant

technological competencies. It also supports the argument of Odigili and Omorojie (2025) that outdated facilities and weak digital ecosystems remain major barriers to the effective integration of contemporary skills into Business Education programmes. From the perspective of Human Capital Theory (Becker, 1964; Schultz, 1961), the result underscores that investment in physical and technological infrastructure is a necessary condition for developing the kind of human capital required in a globalized economy. Without functional digital infrastructure, the ability of students to construct practical digital marketing knowledge, as advocated by Constructivist Learning Theory, is severely constrained.

The second finding showed that global online platforms positively influence the acquisition of digital marketing skills, with a relatively higher cluster mean of 3.14. Students reported that platforms such as WhatsApp Business, Instagram, YouTube, TikTok, Facebook Ads, and other digital tools provide them with practical opportunities to learn customer engagement, content creation, social media analytics, and e-commerce operations. This finding corroborates the works of Egajivwie (2024) and Uzoamaka and Okpuzor (2025), who emphasized that digital marketing competencies and systemic digital skills have become essential for graduate employability and venture creation in Delta State. The result further supports the constructivist view that meaningful learning occurs when students actively engage with real-world digital environments rather than relying solely on traditional classroom instruction. Global online platforms appear to serve as alternative learning spaces that compensate, to some extent, for the infrastructural weaknesses identified in the first finding.

The third finding indicated that international trade awareness exerts a positive influence on the acquisition of entrepreneurial skills, with a cluster mean of 3.22, the highest among the three clusters. Students agreed that exposure to the African Continental Free Trade Area (AfCFTA), global supply chains, international payment systems, foreign competition, and cross-border e-commerce has enhanced their entrepreneurial mindset, risk-taking ability, innovativeness, and preparedness to launch businesses after graduation. This finding is consistent with Obasa (2025), who highlighted the role of globalization in fostering entrepreneurial growth, and with Mandrinos and Lim (2023), who observed a growing global demand for entrepreneurship education that is internationally relevant. The result suggests that awareness of transnational economic opportunities expands students' entrepreneurial horizons beyond purely local markets, aligning with the broader goal of producing job creators rather than job seekers.

With respect to the hypotheses, the Independent Samples t-test results revealed statistically significant differences between male and female students across all three areas of investigation. Male students consistently reported higher mean scores than their female counterparts on the influence of institutional digital infrastructure, global online platforms, and international trade awareness. These significant gender differences suggest that male and female students do not experience or perceive the influence of globalization-related factors in the same way. Possible explanations may include differences in access to personal digital devices, levels of engagement with online platforms, or variations in exposure to entrepreneurial role models and global trade information. The finding draws attention to the need for gender-responsive interventions in the teaching and learning of digital marketing and entrepreneurship within Business Education programmes.

Collectively, the findings reinforce the dual theoretical foundation of the study. Human Capital Theory is supported by the evidence that both infrastructural conditions and exposure to global digital and trade environments shape the quality of skills students acquire. Constructivist Learning Theory is equally validated by the strong positive influence of global online platforms and international trade awareness, both of which require active student engagement with real-world contexts. The results therefore highlight a critical tension: while students are benefiting from informal and self-directed learning through global platforms and trade awareness, the formal institutional environment remains inadequately equipped to support these competencies systematically.

In summary, the study establishes that institutional digital infrastructure, global online platforms, and international trade awareness all influence the acquisition of digital marketing and entrepreneurial skills among Business Education students in Delta State tertiary institutions. However, the persistent gender

differences and infrastructural challenges call for deliberate policy and pedagogical responses if the goals of globalization-oriented Business Education are to be fully realized.

CONCLUSION

This study examined the influence of globalization on the acquisition of digital marketing and entrepreneurial skills among Business Education students in Delta State tertiary institutions. The findings revealed that institutional digital infrastructure, global online platforms, and international trade awareness all influence the skill acquisition of the students. Specifically, respondents agreed that the current state of institutional digital infrastructure constitutes a significant barrier to the effective acquisition of digital marketing skills. In contrast, global online platforms were found to positively support the development of digital marketing competencies by providing students with practical, accessible, and self-directed learning opportunities. Similarly, awareness of international trade, particularly in relation to the African Continental Free Trade Area (AfCFTA), global supply chains, and cross-border e-commerce, was found to enhance students' entrepreneurial mindset, innovativeness, and preparedness for business creation.

Furthermore, the study established that significant gender differences exist in students' perceptions of the influence of these globalization-related factors. Male students consistently reported higher mean scores than their female counterparts across the three areas investigated. Overall, the findings underscore the need for tertiary institutions offering Business Education programmes to deliberately strengthen digital infrastructure, integrate global digital platforms into instructional delivery, and deepen students' exposure to international trade opportunities if graduates are to be adequately prepared for the demands of a globalized economy.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Management of tertiary institutions in Delta State should prioritize the upgrading of digital infrastructure in Business Education departments. This includes the provision of stable internet connectivity, reliable power supply (including backup systems), modern computers, and functional computer laboratories to support practical digital marketing training.
2. Curriculum planners and lecturers in Business Education should deliberately integrate the use of global online platforms such as WhatsApp Business, Instagram, YouTube, TikTok, and e-commerce sites into classroom instruction and practical assignments. This will help bridge the gap between theoretical knowledge and real-world digital marketing practice.
3. Departments of Business Education should strengthen the teaching of international trade concepts, particularly the African Continental Free Trade Area (AfCFTA), global supply chains, and cross-border e-commerce. Greater emphasis should be placed on how these global opportunities can be leveraged for entrepreneurial venture creation.
4. Gender-responsive strategies should be adopted to address the significant differences observed between male and female students. Special attention should be given to encouraging greater participation and confidence among female students in digital marketing activities and entrepreneurial skill development.
5. Regulatory bodies and institutional management should ensure continuous review and updating of the Business Education curriculum to reflect emerging global trends in digital marketing, entrepreneurship, and international trade. This will help ensure that graduates remain relevant and competitive in the contemporary labour market.
6. Further studies should be conducted to explore other dimensions of globalization and their influence on skill acquisition among Business Education students, including the moderating effects of academic level, institutional type, and access to personal digital devices.

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