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Digital Entrepreneurship Education And Start-up Business Intentions Among Business Education Students In South-South Universities In Nigeria

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ABSTRACT

The study investigated digital Entrepreneurship Education and start-up business intentions among Business Education students in the South-South Universities in Nigeria. Two specific objectives, two research questions, and two corresponding null hypotheses were posed and formulated to guide the study. Correlation design was adopted for the study. The population for this study consisted of four thousand and ninety-four (4,094) Business Education Students of 2024/2025 academic session from twelve (12) public Universities in South-South region of Nigeria, due to the fact that the population of the study is large, simple random sampling technique was used for the study, which was 30% of the entire population of 4,094 Business Education Students. The 30% of 4,094 Business Education Students gave 1,228 Business Education Students for this study. Two sets of self-constructed questionnaire titled Digital Entrepreneurship Education Questionnaire" (DEEQ) and "Start-Up Business Intentions among Business Education Students Questionnaire" (SBIBESQ) were used in eliciting responses from respondents for this study. The research instruments were validated by two Business Educators and one Measurement and Evaluation experts." All the inputs and corrections from the experts were used to modify the sets of instrument before administration. "Reliability level for the sets of instrument were established using a test-re-test method. Pearson's Product Moment Correlation Coefficient was used to analyse the two sets of data and the reliability levels were established at a coefficient (r) of 0.81 for Digital Entrepreneurship Education and 0.88 for Start-Up Business Intentions among Business Education Students respectively which shows that the instrument is reliable for this study. Out of 1,228 copies of questionnaire administered to Business Education Students, 805 were returned and used for data analysis. Pearson's Product Moment Correlation Coefficient was used for answering the research questions while Pearson's Product Moment Correlation Coefficient Method and P-value were used in testing the hypotheses at 0.05% level of significance. Findings from the study revealed a significant positive correlation between curriculum relevance with the intention to establish start-up businesses among Business Education students in universities located in Nigeria's South-South region. It was recommended among others that; Business Education curricula be regularly reviewed and updated to align with modern entrepreneurial trends, digital innovations, and the practical skills needed for new business creation, entrepreneurship bootcamps to help students build resilience, creativity, and opportunity-seeking behaviour necessary for successful start-ups.

Keywords: Digital Entrepreneurship Education, Curriculum Relevance, Pedagogy Method Start-Up Business Intentions, Business Education Students

INTRODUCTION

The exact conceptualisation of the word entrepreneurship has not been ascertained. Different definitions are being touted according to the authors' perception. According to Adeboye (2019), the term entrepreneurship has its root in the word entrepreneur which is a French word, meaning to undertake. In business context, it means to start a business. Entrepreneurship according to Adewale (2018), is the act of floating, investing and managing business for self-employment and in the aim of making profit. Chinonye (2019) opined that Entrepreneurship is the willingness and ability of an individual to seek out an investment opportunity, establish an enterprise based on this and run it successfully. Entrepreneurship is an employment strategy that can lead to economic self-reliance. As a means of self-employment, it provides people with the essentials to create and manage business in which they function as the employer, rather than merely being an employee."

Amesi (2014) viewed Entrepreneurship as the capability and willingness to develop, organise and manage a business venture along with any of its risks to make a profit. It is the process of discovering new ways of combining resources, establish and manage an existing business (Amadi & Allison, 2017). Urban, Aponte and Toledano (2018) viewed Entrepreneurship as a dynamic and visionary process adopted as a compulsory general studies course with the overall aim of helping students continuously to acquire technical, managerial and personal Entrepreneurship skills as essential requirement in their education which would support the establishment of good culture and maintenance of social norms and values, and sustainable sound business ventures." For sexton and Senior (2017), Entrepreneurship is conceptualised in a formal or informal structured learning that inculcates in students or trainers the ability to identify, screen and seize available opportunities in the environment in addition to skill acquisition. Nwosu and Ohia (2019) defined Entrepreneurship as the totality of self-asserting attributes that aid an individual to map out talent and business opportunities in conjunction with the capacity to organise requisite resources with which to profitably take advantage of such opportunities in the face of calculated risk and uncertainty. It is the willingness and ability of an individual or a firm to identify environmental challenges and exploit them such as an opportunity to produce goods and render services for public consumption (Ojeifo, 2013), and a parameter for determining the individual taking advantage of opportunities in his or her environment and converting it into meaningful venture (Enyekit, Dambo & Enyekit, 2016).

Entrepreneurship Education is a lifelong process, starting from elementary school and progressing through all levels of education including the standard and their supporting performance indicators are a framework for teachers to use in building appropriate objectives, learning activities and assessments for their target audience (Amadi & Amakodi, 2019). Entrepreneurship Education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours like skills and attributes in widely different context.

Entrepreneurship Education Programme according to Bula (2012), is "described as a part of the total education system that involves the acquisition of skills, ideals and management abilities necessary for job creation. As Loeb (2014) succinctly put it, Entrepreneurship Education focus on developing understanding and capacity for pursuits of Entrepreneurial skills and attributes. It enhances all round development of the body, mind and spirit. As Entrepreneurship Education continues to evolve, there is a growing recognition of the importance of incorporating digital technologies and tools into the curriculum, giving rise to the field of digital Entrepreneurship Education (Rippa & Secundo, 2019).

Digital Entrepreneurship Education refers to the process of teaching and learning Entrepreneurship in a digital context, leveraging digital technologies, tools and platforms to facilitate entrepreneurial learning (Nambisan, 2017). Digital Entrepreneurship Education has become a crucial aspect of modern Entrepreneurship Education, as it prepares students for the challenges and opportunities of the digital economy. This concept has gain significant attention in recent years, as the digital economy continues to grow and evolve. According to Maresch (2016), Digital Entrepreneurship Education is characterised using digital technology such as online platforms, social media and mobile devices to support Entrepreneurial learning. Digital Entrepreneurship Education provides students with the opportunity to

develop digital literacy, Entrepreneurial mindset and innovative thinking. Research by A. Y. Kolb and D. A. Kolb (2017) emphasised the importance of experiential learning in digital Entrepreneurship Education. Kolb and Kolb suggested that digital Entrepreneurship Education programme ought to teach students with hands-on-experience, real-world projects and collaboration with industry partners to develop Entrepreneurial competencies. From the foregoing, Digital Entrepreneurship Education refers to the process of teaching and learning that focuses on developing the skills, knowledge and attitudes necessary for creating and managing digital business. In recent years, there has been a growing concern about the relevance of Business Education curriculum in preparing students for the digital economy. many Business Education Programme have been criticised for being too theoretical and not providing students with the practical skills and knowledge required to start and manage digital businesses. To address this concern, Business Educators are under pressure to revise their curriculum to include digital Entrepreneurship Education (Rippa & Secundo, 2019).

Curriculum relevance is a critical dimension of digital Entrepreneurship Education. It refers to the extent to which the curriculum is aligned with the needs of the digital economy. According to Guerrero (2023), curriculum relevance is a critical concept in digital Entrepreneurship Education which involves the extent to which the curriculum aligns in the needs of the digital economy and prepares students for successful careers as digital entrepreneurs. Curriculum relevance in digital Entrepreneurship Education involves the integration of digital technologies, tools and platforms into the curriculum, as well as the development of digital literacy, Entrepreneurial mindset and innovative thinking among students (Middleton, 2021). Curriculum relevance is essential for preparing students for the challenges and opportunities of the digital economy. Middleton (2021), stressed further that curriculum relevance provides students with the skills and knowledge required to succeed in the digital economy, stating that it can be achieved through the use of industry partnerships, mentorship programme and internship opportunities which provide students with opportunities to develop digital entrepreneurship skills and knowledge.

Pedagogy are the backbone of digital Entrepreneurship Education. It provides the framework for educators to impact knowledge, skills and competencies to students in the context of digital Entrepreneurship Education, pedagogy play a vital role in helping students to develop the expertise required to succeed as digital Entrepreneurs. According to Antcliff (2022), effective teaching methods in digital Entrepreneurship Education involves a range of approaches that cater to different learning styles and needs. One of such approaches is experiential learning, which provides students with hands-on-real world experiences that allow them to apply theoretical concepts to practical problems". This approach help students develop practical skills such as problems-solving, critical thinking and creativity, which are essential for digital entrepreneurship. "Another approach is the project-based learning, it involves student-led project that encourage creativity innovation and problem solving (Al-Debei, 2022). Al-Debei (2022) stressed further and sated that the approach helps students develop essential skills such as team work, communication, and time management which are critical for success in digital entrepreneurship. The flip classroom approach is also gaining popularity in digital Entrepreneurship Education. According tto Al-Debei (2022), this approach combines online instruction with in class activities and discussions, provide students with more personalised and interactive learning experience.

According to Manrai (2018), the "relevance of teaching methods in digital Entrepreneurship Education cannot be overstated. These methods provides students with the practical skills and competencies required to launch and grow competencies required to successes as digital entrepreneurship. Digital literacy skills refers to the ability to effectively use digital technologies, tools and platforms to access, evaluate and create information, (Martin, 2019). In the context of Digital Entrepreneurship Education, digital literacy skills are essential for students to develop the economy. According to Manrai (2021), these competencies encompasses digital communication, digital collaboration digital content creation and digital problem solving. Digital communication involve the "ability to work with others using digital tools such as project management software, online white boards and video conferencing. Digital communication, involves the ability to effectively communicate using digital tools, such as emails, social media and instant messaging. Digital collaboration involves the ability to work with others using digital tools. In Digital

Entrepreneurship Education, digital literacy skills are essential for students in several ways. According to Nambisan (2017), digital literacy skills enable students to develop digital entrepreneurship mindset, which involves being able to identified and capitalize on opportunities in the digital economy. Digital literacy are necessary for students to develop the competencies required to create and launch digital ventures such as digital marketing, e-commerce and online platform management. Digital literacy skills are critical for students to navigate the digital economy which is characterised by rapid technology change, uncertainty and complexity (AI-Debei, 2020).

Start-up business refers to a newly established business venture that is typically in the early stages of development, growth and scaling. Start-up are often characterised by their innovative and entrepreneurial approach to solving real world problems meeting customers needs or creating new markets. For AI-Debei (2022), startup business is an entrepreneurial venture that is characterised by innovation, risk-taking and uncertainty with the goal of creating a scalable business model. Digital start up business is a newly established business venture that leverage digital technologies such as software, e-commerce or mobile apps to create innovative products or service (Manrai, 2018).

Business intention refers to the goals or objectives a business aims to achieve. It reflects the purpose behind a business's operations, whether it is to provide a product or service, grow in a specific market, expand operations, or create profit. In essence, it is the strategy or vision that guides a company's decisions and actions. Business start-up intention can be defined as a signal of one's willingness to attempt something new venture or the effort one is willing to put in to act in a certain way by deciding to take the risks and also enjoying the successes that comes with the risks (Ajzen in Ladokun & Ajayi, 2024). The intention is a "mental representation of a person's readiness to act in a specific way (Ojiaku, Nkamnebe & Nwaizugbo, 2018). Business intention among Business Education students involves the goals, aspirations, or plans that students studying Business Education have in terms of their future career or entrepreneurial pursuits. It also include the type of career they intend to pursue after graduation, the industries they wish to work in, or the businesses they might want to start.

Statement of Problem

The essence of digital Entrepreneurship Education for starting business intention is to assist students develop requisite digital skills to conform to the predetermined goals of the programme which is to prepare students as future digital entrepreneurs. Students are expected to develop digital teaching methods, appropriate pedagogy developmental and attitudes, which will enhance the development of digital entrepreneurial skills among students. Business Education students ought to be able to initiate and start-up a new business, own a small-scale business, manage it and commercialize its services successfully as means of livelihood. Furthermore, the researchers observed that majority of Business Education students after graduation from tertiary institutions find it difficult to exploit valuable business opportunities to earn livelihood as most of them are seen carrying applications and certificates around from organisation to organisations in search of white collar jobs that barely exist. The various challenges Business Education students may faced for a start up business intentions are curriculum relevance which may be as a result of the fact that the curriculum may not be updated frequently to align with emerging trends in digital entrepreneurship, limited integration of digital business models, e-commerce, and online marketing strategies, lack of practical, hands-on projects that simulate real-world digital business operations and more of theoretical focus with minimal experiential learning opportunities. Also, Industry Partnership challenge may be as a result of weak collaboration between universities and digital entrepreneurs or technology-based businesses, limited internship and mentorship opportunities for students in digital start-ups, absence of industry-sponsored programmes or funding for student start-up projects. Pedagogy and Teaching Method just like others may be as a result of overreliance on traditional lecture-based teaching rather than interactive, project-based learning, limited use of digital tools and real-world case studies in Entrepreneurship Education, inadequate training for lecturers on emerging digital business technologies and trends and insufficient integration of online learning platforms and virtual collaboration tools. These situations confronting Business Education students in South-South Universities in Nigeria makes one wonder whether digital Entrepreneurship Education dimensions enhance Business

Education entrepreneurship intentions. If yes, then the question is put: is there link between digital Entrepreneurship Education and Business Education students business startup intention? This call for the need to assess the link between digital Entrepreneurship Education and start-up business intentions among Business Education students in South-South Universities in Nigeria."

1.3 Purpose of the Study

The main purpose of this study is to investigate digital Entrepreneurship Education and start-up business intentions among Business Education students in the South-South Universities in Nigeria. Specifically, the study sought to:

1. Ascertain the relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria.
2. Ascertain the relationship between pedagogy and teaching method and start-up business intentions among Business Education student in South-South Universities in Nigeria.

Research Questions

The following research questions will guide the study.

1. What is the relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria?
2. What is the relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance.

1. There is no significant relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria.
2. There is no significant relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria.

METHODOLOGY

This study adopted the correlational research design. The design was meant to determine the relationship between digital Entrepreneurship Education and start-up business intentions among Business Education students in the South-South Universities in Nigeria. This study was carried out in South-South Nigeria. South-South is one of the six geopolitical zones in Nigeria. It is located in the southern part of the country and comprised of six states namely Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. The population for this study consists of four thousand and ninety-four (4,094) Business Education Students of 2024/2025 academic session from twelve (12) public Universities in South-South region of Nigeria. Due to the fact that the population of the study was large, simple random sampling technique was used for the study, which is 30% of the entire population of 4,094 Business Education Students. The 30% of 4,094 Business Education Students was 1,228 Business Education Students for this study. The set of instrument that was used for data collection this study was a self-structured instrument titled Questionnaire on Digital Entrepreneurship Education Questionnaire (DEEQ) and on Start-Up Business Intentions among Business Education Students Questionnaire (SBIBESQ) was used to collect responses from respondents. The instruments were subjected to face and content validity. The sets of instrument were validated by two experts from the Department of Business Education and one expert in Measurement and Evaluation expert all of Rivers State University, Port Harcourt. Each of the experts were given a set of the instrument to eliminate any irrelevant statement presented by the researchers and made suggestions for the improvement. The suggestions were integrated into the final copy of the questionnaire that was used for data collection for the study. To establish the reliability of the instrument, copies of the questionnaire were administered to Twenty-Five (25) Business Education students in University in Abia State University, Uturu, which is not part of the population of study". The two sets of questionnaire were re-administered to the same group one week afterwards and Pearson's Product Moment Correlation Coefficient (PPMCC) was used to correlate the two sets of data for Digital Entrepreneurship Education Questionnaire (DEEQ) and "Start-Up Business Intentions among Business Education Students

Questionnaire (SBIBESQ). The reliability yielded coefficient of 0.81 for Digital Entrepreneurship Education and 0.88 for Start-Up Business Intentions among Business Education Students respectively which shows that the instrument is reliable for this study. The researchers engaged the services of ten (10) assistants who helped to administer the instrument to the respondents. The research assistants were enlightened on how to administer the copies of the instruments and retrieve the same for the study. Out of 1,228 sets of instruments distributed, 804 were returned and used for data analysis. A 4-point rating scale was utilised for responses: Strongly Agree (SA - 4 points), Agree (A - 3 points), Disagree (D - 2 points), and Strongly Disagree (SD - 1 point). Data collected was analysed using Pearson's Product Moment Correlation (PPMC) to answer the two (2) research questions and also used in testing the two (2) hypotheses formulated at 0.05 level of significance with the aid of statistical packages in social science (SPSS). The decision rule was that, the null hypotheses was accepted when the critical r value is greater than the calculated r value and was rejected when the critical r value is less than the calculated r value.
Salkind (2010) gave the following parameters as benchmark for interpreting correlation coefficient (r):

(a) 0.8 – 1.0 = very strong relationship
(b) 0.6 – 0.79 = strong relationship
(c) 0.4 – 0.59 = moderate relationship
(d) 0.2 – 0.39 = weak relationship
(e) 0.0 – 0.19 = very weak

DATA PRESENTATION AND ANALYSIS

Research Question 1: *What is the relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria?*

Table 1: Calculated r of the Relationship that exists between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria. (N= 805)

		Curriculum relevance	Start-up business intentions among Business Education students
Curriculum relevance	Pearson Correlation	1	.277**
	Sig. (2-tailed)		.001
	N	805	805
Start-up business intentions among Business Education students	Pearson Correlation	.277**	1
	Sig. (2-tailed)	.001	
	N	805	805

**. Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2026

Table 1 presents the calculated coefficient (r) value based on responses among Business Education students, examining the relationship between curriculum relevance and start-up business intentions among Business Education students. The table indicates a calculated r value of .227 which signifies a positive weak relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria."

Research Question 2: *What is the relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria?*

Table 2: Calculated r of the Relationship that exists between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria. (N= 805)

		Pedagogy	Start-up business intentions among Business Education students
Pedagogy	Pearson Correlation	1	.188**
	Sig. (2-tailed)		.001
	N	805	805
Start-up business intentions among Business Education students	Pearson Correlation	.188**	1
	Sig. (2-tailed)	.001	
	N	805	805

**. Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2025

Table 2 presents the calculated coefficient (r) value based on responses among students of the Department of Business Education, examining the relationship between pedagogy and start-up business intentions. The table indicates a calculated r value of .188 which signifies that there is a positive and very weak relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria.

Hypothesis 1

There is no significant relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria.

Table 3: Calculated r of the Relationship that exists between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria. (N= 805)

		Curriculum relevance	Start-up business intentions among Business Education students
Curriculum relevance	Pearson Correlation	1	.277**
	Sig. (2-tailed)		.001
	N	805	805
Start-up business intentions among Business Education students	Pearson Correlation	.277**	1
	Sig. (2-tailed)	.001	
	N	805	805

**. Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2025

From the result in Table 3, it is shown that a positive, weak and significant relationship exists between curriculum relevance and start-up business intentions. The calculated coefficient (r) value .277 indicates a positive, weak and significant relationship, it is also significant at p .001 <0.05. Therefore, based on empirical findings, the null hypothesis earlier stated (that is HO_1) is hereby rejected. Thus, there is a positive, weak and significant relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria."

Hypothesis 2

There is no significant relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria.

Table 4: Calculated r of the Relationship that exists between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria. (N= 805)

		Pedagogy	Start-up business intentions among Business Education students
Pedagogy	Pearson Correlation	1	.188**
	Sig. (2-tailed)		.001
	N	805	805
Start-up business intentions among Business Education students	Pearson Correlation	.188**	1
	Sig. (2-tailed)	.001	
	N	805	805

**. Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2025

The results shown in Table 4 above, with the calculated coefficient (r) value of .188, means that there is positive, very weak and significant relationship between pedagogy and start-up business intentions among Business Education students. The association is also significant at p = 0.001 < 0.05 significance level. This means that the previously stated null hypothesis (that is HO_2) is hereby rejected and this implies that there is a positive and significant relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria.

Summary of Major Findings

Major findings from the research work are as follows:

1. There is a significant relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria, but the relationship is a weak one. The result show that there is significant relationship between curriculum relevance and start-up business intentions among Business Education students in South-South Universities in Nigeria.
2. There is a significant relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria, the relationship between the variables is very weak. The result show that there is significant relationship between pedagogy and start-up business intentions among Business Education students in South-South Universities in Nigeria.

DISCUSSION OF FINDINGS

It is reiterated that the current study uses inferential statistical methods powered by SPSS to examine the association of digital competency integration and postgraduate Business Education students readiness for employability. The results of this study revealed a positive and significance association between digital competency integration and postgraduate Business Education students readiness for employability in Rivers State Universities. This was confirmed from the output of the Pearson Product Moment Correlation tool powered by SPSS version 21.0 data output 2026. The interpretation of the current research results are itemised accordingly as shown below:

Curriculum Relevance and Start-Up Business Intentions among Business Education Students

This study revealed a positive association between curriculum relevance and start-up business intentions among Business Education students. The rho value of 0.277 indicates a positive relationship, which is also significant at $p = 0.001 < 0.05$. Therefore, based on the empirical findings, the null hypothesis earlier stated (i.e. Ho1) is hereby rejected. Thus, a positive and significant association exists between curriculum relevance and start-up business intentions among Business Education students.

In support of the above finding, Sanjeev (2021) explained that the "stages of curriculum development consist of planning, content and method selection, implementation, and evaluation—all of which determine the quality and relevance of learning outcomes. In the agreement with the views of listed authors Akpomi and Ikpesu (2020) emphasised that curriculum serves as the foundation for all intellectual and professional disciplines, shaping students' competencies and entrepreneurial mindset. When the curriculum is relevant, it equips learners with practical knowledge, critical thinking skills, and innovative capabilities necessary for establishing and managing new ventures."

Also supporting the views of Sanjeev, Akpomi and Ikpesu, Oluwakemi (2019) opined that an effective and relevant curriculum influences the development of entrepreneurial attitudes and behaviors, thereby motivating students to initiate start-up businesses. In today's dynamic business environment, curriculum content that aligns with current market demands and entrepreneurial realities enhances students' confidence and readiness to engage in self-employment. In the same agreement with the views of Sanjeev, Akpomi and Ikpesu, Oluwakemi, Wikipedia (2021), curriculum relevance ensures that learners acquire applicable skills and knowledge that meet societal and economic needs, ultimately fostering creativity and innovation among students who aspire to become entrepreneurs."

The researcher is of the view that curriculum relevance enhances students' exposure to practical knowledge and entrepreneurial skills, thereby increasing their readiness to establish start-up businesses. However, the relatively low rho value (0.277) suggests that curriculum relevance, although significant, is not the only factor influencing students' start-up business intentions. Other factors, such as access to finance, entrepreneurial self-efficacy, mentorship, and market opportunities, may also contribute to students' intentions to start businesses.

Significant Relationship Pedagogy and Start-Up Business Intentions among Business Education Students

This study revealed that the r value of 0.188 indicates a positive and significant association between pedagogy and start-up business intentions among Business Education students. This association is also significant at $p = 0.001 < 0.05$ significance level. Therefore, the previously stated null hypothesis (i.e. Ho2) is hereby rejected. This implies that a positive and significant relationship exists between pedagogy and start-up business intentions among Business Education students.

In agreement with the finding, Ubulom and Ogwunte (2017) emphasised that "effective pedagogy and appropriate teaching methods are essential in developing students' entrepreneurial competencies and mindsets. Business Education students benefit greatly when instructors adopt innovative, student-centered teaching approaches that encourage creativity, critical thinking, and practical application of knowledge. Teaching methods such as experiential learning, project-based learning, and problem-solving strategies foster the development of entrepreneurial intent and confidence in business start-ups.

Supporting the views of Ubulom and Ogwunte, Loretto (2021) asserted that effective pedagogy bridges the gap between theoretical instruction and practical business realities by enabling students to gain hands-

on experience and refine their entrepreneurial skills. Through participatory teaching strategies, students are motivated to apply classroom knowledge to real-world situations, thereby nurturing their ambition to establish and sustain successful business ventures. Pedagogical approaches that emphasize innovation, collaboration, and reflection serve as catalysts for enhancing start-up intentions among Business Education students.

The researcher is of the view that effective pedagogy can strengthen students' start-up business intentions by providing practical learning experiences that develop entrepreneurial knowledge, skills, and confidence. However, the relatively low r value of 0.188 suggests that pedagogy, although significant, has a weak influence on start-up business intentions, indicating that other factors may also contribute to students' entrepreneurial intentions.

CONCLUSION

The study examined the relationship between digital entrepreneurship education and start-up business intentions among Business Education students. "Findings from the analysis revealed that digital entrepreneurship education significantly influences students' intentions to establish their own businesses. This implies that when students are exposed to practical and technology-driven entrepreneurial learning experiences, their creativity, innovation, and confidence to initiate start-ups are greatly enhanced.

Furthermore, the study established that digital entrepreneurship education serves as a critical pathway for developing entrepreneurial skills needed in today's knowledge-based economy. It provides students with the competencies to identify online business opportunities, utilize digital tools effectively, and adapt to the rapidly changing business environment. The integration of digital platforms into entrepreneurship instruction not only bridges the gap between theory and practice but also equips learners with the digital literacy required to compete in the global marketplace."

Business Education programmes that incorporate digital entrepreneurship concepts empower students to think innovatively, act proactively, and engage meaningfully in venture creation. Therefore, strengthening digital entrepreneurship education within the curriculum will contribute significantly to nurturing a new generation of tech-savvy entrepreneurs who are capable of transforming ideas into viable and sustainable businesses.

RECOMMENDATIONS

Based on the findings made in this study, the researcher recommends that:

1. Business Education curricula be regularly reviewed and updated to align with modern entrepreneurial trends, digital innovations, and the practical skills needed for new business creation. This will make the curriculum more relevant to current industry and entrepreneurial demands.
2. Given the very weak but significant relationship found between pedagogy and start-up intentions, lecturers should adopt more experiential and student-centered teaching approaches, such as project-based learning, simulations, and mentorship-driven instruction, to stimulate entrepreneurial thinking and action among students.

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