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ASSESSMENT OF THE EFFECT OF ENTREPRENEURSHIP AND DIGITAL SKILLS TRAINING ON CAREER DEVELOPMENT OF MANAGEMENT STUDENTS IN IMO STATE UNIVERSITY, OWERRI

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Abstract
In today's knowledge-driven economy, entrepreneurship and digital skills are increasingly recognized as critical enablers of career development, particularly for university graduates navigating dynamic labour markets. This study investigates the effect of entrepreneurship, e-commerce, and digital communication skills training on the career development of management students at Imo State University, Owerri. Specifically, the study examines how entrepreneurship and e-commerce training influence students' career prospects, explores the impact of entrepreneurship and digital communication training on employability, and determines the overall effect of entrepreneurship and digital skills acquisition on students' career preparedness. A descriptive survey research design was adopted, with a structured questionnaire administered to a sample of management students. The sample was drawn using purposive sampling to target students who had received training in entrepreneurship and digital skills, as they were considered most relevant for the study. A total of 120 students were selected as respondents. Data collected were analyzed using descriptive and inferential statistics. Findings reveal that entrepreneurship and e-commerce training significantly enhance students' entrepreneurial orientation, problem-solving abilities, and capacity to explore online business opportunities. Similarly, digital communication skills training positively influences students' self-confidence, adaptability, and employability in technology-driven work environments. The study concludes that entrepreneurship and digital skills training collectively contribute to equipping management students with competencies required for sustainable career development in the 21st century. It is recommended that universities integrate practical, industry-relevant entrepreneurship and digital literacy programmes into management curricula, foster partnerships with digital platforms, and promote experiential learning opportunities that prepare graduates for the demands of the modern workforce.

Keywords: Career Development, Digital Skills, E-commerce Skills, Employability

Introduction

The rapid advancements in information technology, artificial intelligence, robotics, and digital platforms require university graduates to be competent and competitive in the face of contemporary challenges and global employment rivalry in the Industry 4.0 era. Consequently, career development among students has become a central concern as the

global workforce continues to evolve due to technological disruptions and changing industry expectations. In particular, university programmes are increasingly designed to equip students with both professional and practical skills that prepare them either for employment or self-employment (Okolie, 2020; Nwosu, 2021).

However, despite these efforts, many graduates still struggle to transition into the workforce due to deficiencies in their career development and preparedness. Career development involves the ability to apply theoretical knowledge, demonstrate workplace competencies, and adapt to the dynamic requirements of the labor market. Today's employers place emphasis not only on technical expertise but also on problem-solving ability, communication competence, entrepreneurial mindset, and digital literacy. This has underscored the importance of equipping university students, especially those in management studies, with entrepreneurial and digital skills that align with the demands of modern society (Ogunyemi & Akinola, 2019). However, this goal cannot be fully achieved without the deliberate inclusion of entrepreneurship and digital training in the learning process to strengthen students' career development.

It is important to note that many students still undergo traditional academic training that lacks adequate exposure to workplace and entrepreneurial skills, leaving them underprepared for the competitive job market. Specifically, the transformations in technology and job roles require graduates to be more adaptable, innovative, and entrepreneurial qualities not always emphasized in conventional management programmes (Eze & Chukwuma, 2021; Adebayo, 2018). This situation has created the need for entrepreneurship and digital skills training, which are now becoming essential components of students' career development.

Management students are expected to graduate with skills that enhance employability, adaptability, and self-reliance. Yet, the traditional management curriculum has often focused largely on theoretical knowledge, while neglecting the entrepreneurial and digital competencies required to thrive in today's competitive economy. With the growing dependence on digital capabilities such as e-commerce, digital marketing, and online communication, students must develop the ability to utilize online platforms, conduct business transactions digitally, and promote services and products through virtual channels (Ibe, 2020).

For instance, e-commerce skills empower students to establish digital storefronts, manage online payments, and leverage social media for business growth (Adekunle & Oladipo, 2019). Likewise, digital communication skills are critical for networking, collaboration, negotiation, and maintaining effective customer relationships in a technology-driven economy. Management students who possess such competencies can easily secure employment, start businesses, or remain competitive in the global workforce.

Given the increasing emphasis on entrepreneurial development and digital transformation in Nigeria, the integration of entrepreneurship and digital skills training into management education is timely and essential. This study therefore seeks to assess the effect of entrepreneurship and digital skills training on the career development of management students in Imo State University, Owerri.

Statement of the Problem

Despite the growing recognition of entrepreneurship and digital skills as crucial in today's economy, many management students in Imo State University, Owerri, still face challenges in their career development. This is largely due to the predominance of traditional management education that emphasizes theoretical knowledge while neglecting entrepreneurial and digital competencies required for success in the modern workforce. The lack of adequate digital skills training makes it difficult for students to leverage online platforms for business operations, manage digital transactions, and apply digital marketing strategies. Furthermore, they often struggle to collaborate, network, and communicate effectively in an increasingly digital and competitive work environment. This significantly

undermines their employability and entrepreneurial potential, making it harder for them to secure meaningful jobs or establish sustainable businesses.

In addition, available literature reveals that the extent to which entrepreneurship and digital skills training influence the career development of management students remains underexplored. Particularly, the roles of digital competencies such as e-commerce and online communication in shaping career development outcomes among students have not been sufficiently examined. This gap in knowledge has informed the present study, which seeks to assess the effect of entrepreneurship and digital skills training on the career development of management students in Imo State University, Owerri.

Aim and Objectives of the Study

The general purpose of this study is to assess the effect of entrepreneurship and digital skills training on the career development of management students in Imo State University, Owerri. The specific objectives are to:

1. Examine how entrepreneurship and e-commerce skills training affect the career development of management students in Imo State University, Owerri.
2. Examine how entrepreneurship and digital communication skills training affect the career development of management students in Imo State University, Owerri.
3. Determine the overall effect of entrepreneurship and digital skills training on the career development of management students in Imo State University, Owerri.

Research Questions

1. How do entrepreneurship and e-commerce skills training affect the career development of management students in Imo State University, Owerri?
2. How do entrepreneurship and digital communication skills training affect the career development of management students in Imo State University, Owerri?
3. What is the overall effect of entrepreneurship and digital skills training on the career development of management students in Imo State University, Owerri?

Hypotheses

In the course of this study, the following null hypotheses were tested:

Ho1: Entrepreneurship and e-commerce skills training do not significantly affect the career development of management students in Imo State University, Owerri.

Ho2: Entrepreneurship and digital communication skills training do not significantly affect the career development of management students in Imo State University, Owerri.

Ho3: Entrepreneurship and digital skills training do not have a significant overall effect on the career development of management students in Imo State University, Owerri.

Literature Review

Conceptual Review

Concept of Entrepreneurship and Digital Skills Training

Entrepreneurship and digital skills training have become critical in preparing individuals for participation in the modern economy, where innovation and technology drive competitiveness and sustainability. Entrepreneurship is generally viewed as the ability to identify and exploit opportunities, organize resources, and manage enterprises to generate value, employment, and economic development.

It involves creativity, financial literacy, innovation, strategic decision-making, and calculated risk-taking (Gartner, 2019; Nwankwo & Ugochukwu, 2021). Successful entrepreneurs also demonstrate adaptability, resilience, and problem-solving abilities that enable them to thrive in competitive markets. Traditionally, entrepreneurship was limited to physical business operations, but the emergence of digital technologies has transformed business models, making digital literacy an essential requirement for entrepreneurial success.

Digital skills training, on the other hand, equips individuals with the competencies required to utilize digital tools in business operations, communication, and global market engagement. This includes training in areas such as e-commerce, digital marketing, financial technology (FinTech), social media management, cybersecurity, and data analytics (Van Laar et al., 2020). These skills allow entrepreneurs and professionals to leverage digital platforms to increase efficiency, expand customer reach, and improve decision-making.

For instance, social media platforms enhance customer engagement and brand visibility, while FinTech solutions enable smooth and secure financial transactions through mobile banking and online payment systems (Nguyen & Pham, 2021). These skills are crucial for marketing graduates as they provide the foundation for designing, implementing, and evaluating digital marketing strategies. Eze and Eziolisa (2022) in Shaibu and Njoku (2023) believed that most graduates are deficient in terms of the necessary skills and competencies required for employment in contemporary business organizations, hence they are more or less unemployable. The development of digital skills gaps among business education students contributed to the alarming incidence of unemployment and underemployment (Edokpolor, 2020) in (Njoku & Shaibu 2023).

The integration of entrepreneurship and digital skills training is particularly relevant in today's knowledge-driven society, as it strengthens individuals' ability to compete in both local and global markets. In countries such as Nigeria, where unemployment rates are high, entrepreneurship combined with digital literacy offers a pathway to self-employment and sustainable livelihoods. Through digital entrepreneurship, business owners can reduce operational costs, automate processes, and explore innovative models such as e-commerce retailing, online consultancy, and content creation (Kraus Palmer, Kailer, Kallinger, & Spitzer, 2019).

Furthermore, digital competence ensures that entrepreneurs remain adaptable in the face of technological disruptions, while those without such skills risk being marginalized in the global economy (World Bank, 2020). Therefore, entrepreneurship education must integrate digital skills training as a fundamental component to empower individuals to innovate, create digital business models, and contribute to long-term economic growth. Entrepreneurs who embrace digital competencies can explore opportunities in the digital economy, enhance productivity, and sustain their businesses in a competitive environment (Marques & Ferreira, 2020). By fostering entrepreneurship alongside digital literacy, societies can stimulate innovation, create employment opportunities, and promote inclusive economic development.

Concept of Career Development among Management Students

Career development among management students is a continuous and dynamic processes through which individuals build the skills, knowledge, experiences, and attitudes necessary for professional growth and advancement. It goes beyond preparing for immediate employment and emphasizes long-term adaptability, innovation, and employability in today's competitive labor market (Akkermans Paradnikė, Van der Heijden, Van Veldhoven, & De Vos, 2020; Johnston, 2022).

For management students, career development integrates entrepreneurship, digital literacy, managerial expertise, and personal growth, thereby equipping them to function effectively in both formal employment and entrepreneurial ventures. A central aspect of career development is the acquisition of entrepreneurial skills. Entrepreneurship education provides students with competencies in opportunity identification, innovation, risk management, and business sustainability.

In contexts where graduate unemployment is high, such skills empower management students to establish their own enterprises and create jobs for others (Adekiya & Ibrahim, 2023; Okolie, 2020). For example, a management graduate trained in entrepreneurship can launch a consultancy, e-commerce platform, or service-based start-up, directly contributing to both personal career growth and wider socio-economic development.

Another crucial factor is digital competence. In the digital era, management students must acquire skills in e-commerce, online communication, financial technology (FinTech), and data-driven decision-making. These competencies not only enhance employability but also strengthen entrepreneurial capacity by enabling students to operate in technology-driven business environments (Mhlongo & Ocholla, 2023; Azeez, 2021; Zhang & Huang, 2022). For instance, management graduates can leverage social media marketing, mobile banking applications, and virtual collaboration platforms to build scalable businesses and remain competitive in global markets.

In addition, soft skills and managerial competencies such as leadership, teamwork, adaptability, and ethical judgment are consistently highlighted by employers as critical components of career development (Succi & Canovi, 2020; Hidayah, Dewi & Wahyuni, 2021). For management students, these attributes foster professional growth within organizations and enhance the capacity to manage entrepreneurial ventures successfully. Complementing these are structured career development interventions such as mentoring, internships, and career counseling, which provide real-world exposure and strengthen the transition from university to the labor market (Ferns & Zegwaard, 2022).

Overall, career development among management students at Imo State University involves a holistic blend of entrepreneurial capacity, digital literacy, managerial competence, and lifelong adaptability. Integrating entrepreneurship and digital skills training into management education is therefore essential to producing graduates who are employable, innovative, and capable of driving sustainable economic development in Nigeria and beyond.

Theoretical Review

The study is anchored on Career Construction Theory and Human Capital Theory.

Career Construction Theory

This study is anchored on the Career Construction Theory, propounded by Mark L. Savickas in 2005. The theory assumes that individuals actively shape their career paths based on their experiences, adaptability, and personal narratives. It emphasizes that career development is a continuous and evolving process influenced by learning, skill acquisition, and changing work environments. The theory also highlights the importance of career adaptability, self-reflection, and proactive decision-making in building employability and sustaining long-term career success.

The relevance of this theory to the present study lies in its premise that career development is not a passive process, but an active construction shaped by personal choices, environmental factors, and acquired competencies. Management students are not mere participants in the labour market; rather, they actively construct their career paths through the entrepreneurial and digital skills they acquire in the course of their training. Entrepreneurship training equips students with business acumen, innovation, and problem-solving abilities, enabling them to adapt to shifting labour demands or create their own enterprises. Likewise, digital skills training such as e-commerce and digital communication provides students with the necessary tools to thrive in the digital economy and remain competitive in modern organizations. Career Construction Theory stresses the significance of adaptability and self-regulation. Thus, as management students acquire entrepreneurial and digital skills, they become more flexible, resilient, and proactive in navigating career challenges. Furthermore, the theory suggests that individuals create meaningful career trajectories by aligning their skills with emerging market demands.

In the Nigerian context, where digital entrepreneurship and knowledge-based economies are rapidly expanding, management students trained in areas such as e-commerce and digital communication can successfully integrate into the labor market or establish viable online businesses.

Human Capital Theory

Another relevant theory underpinning this study is the Human Capital Theory, advanced by Schultz (1961) and further developed by Becker (1964). The theory posits that individuals and societies derive economic benefits from investments in education, training, and skills development. According to the theory, education and training are forms of capital because they enhance productivity, improve employability, and increase income-generating potential.

In the context of this study, the Human Capital Theory explains why entrepreneurship and digital skills training are critical to the career development of management students. By acquiring entrepreneurial competencies, students gain the ability to create value, identify business opportunities, and contribute to innovation-driven growth. Similarly, digital skills such as e-commerce and digital communication enhance students' capacity to engage in modern business practices, compete effectively in the job market, and sustain long-term career success.

This theory is particularly relevant to Nigeria, where the demand for skilled graduates continues to rise amidst high unemployment rates. It suggests that investment in entrepreneurship and digital skills training is not only beneficial to individual students but also to the wider economy, as it increases the pool of employable and self-reliant graduates. Thus, Human Capital Theory provides a strong justification for the inclusion of entrepreneurship and digital competencies in management education as a means of enhancing career development.

Related Empirical Studies

Oh, Teoh, Hing, Sarip, Zainal, Zainol, Ahmad, Parunan and Tan (2025) conducted a study on fostering entrepreneurial skills through community-industry collaboration in vocational education: A case study of the business pitching competition. With participation from 296 students representing 25 vocational colleges across 13 Malaysian states, participants developed and presented business ideas to a panel of industry leaders and business experts who provided mentorship and constructive feedback. The competition significantly improved students' business planning, communication, and critical thinking skills, with some business ideas demonstrating potential for real-world application. This initiative reinforced the importance of industry-academia collaboration, creating a supportive ecosystem for youth entrepreneurship. It also underscored the value of community engagement in vocational education. The findings suggest that similar competitions can serve as effective models for integrating practical entrepreneurial education into vocational training, benefiting both students and the wider community.

Kehinde and Olatunde (2022) conducted a study to ascertain the digital skills needed by business education graduates for unemployment reduction in the 21st century in Ogun State, Nigeria. A self-designed four rating scale questionnaire titled: Digital Skills for Employment Questionnaire (DSEQ) was used for data collection. The instrument was validated by experts and was also subjected to internal consistency testing using Cronbach Alpha, and the reliability coefficient obtained was 0.83. The population of the study comprised 470 Business education students: 165 males and 305 females in three colleges of education in Ogun State. The sample of the study comprised 216 (male 76 and female 140) respondents determined by using yaroyemen's model and proportionate sampling technique. Mean and standard deviation were used to analyze the data and find answers to the research questions, while t-test was used to test the research hypotheses.

Findings of the study suggested that e-commerce, digital business analysis and digital communication skills are needed for unemployment reduction among business education graduates. The results of hypotheses testing revealed that there is no significant difference in the mean score of male and female business education graduates on e-commerce related skills; there is no significant difference in the mean score of business education graduates in federal and state owned colleges of education on digital business analysis related skills; and

there is no significant difference in the mean score of business education graduates in public and private colleges of education on digital communicating skills needed by business education graduates for unemployment reduction in the 21st century.

Musa and Rashid (2020) investigated career readiness among graduates of vocational colleges in Malaysia. Past research shows that graduates from technical and vocational institutions faced problems in choosing a career. In Malaysia, competency based learning adopted by vocational colleges to create opportunities for student personalized their own learning regardless of time, place and pace of learning. This ex post facto research design is intended to identify the level of career readiness of vocational college graduates, and to examine the effect of the CBL approaches implemented in vocational colleges on graduates' level of career readiness. The total of 330 graduates from fifteen vocational colleges in Malaysia were randomly selected as respondents in this study. Finding shows that the graduate career readiness is at lower level whereas the one-way ANOVA analysis shows that the CBL approaches do not have a significant effect on the level of career readiness among vocational college graduates.

Okolie, Igwe, and Nwosu (2022) investigated the effect of entrepreneurship education and digital competence on the career preparedness of university management students in South-East Nigeria. The study adopted a descriptive survey research design. The population of the study consisted of 310 final year management students across three universities in the region, out of which 180 were sampled using stratified random sampling technique. The instrument for data collection was a structured questionnaire which was validated by experts in educational measurement and entrepreneurship studies. The reliability of the instrument was established using Cronbach Alpha and yielded a coefficient of 0.89. Data collected were analyzed using mean, standard deviation and multiple regression analysis. Findings from the study revealed that entrepreneurship education significantly influenced students' ability to identify business opportunities, manage risks, and develop self-employment initiatives.

Similarly, digital skills training enhanced students' competence in online business operations, financial technology applications, and virtual communication, all of which contributed positively to their career development. The study concluded that integrating entrepreneurship and digital literacy training into management education is vital for preparing graduates for both employability and entrepreneurial ventures in the knowledge-driven economy.

Methods

The study adopted a cross-sectional survey research design. The population of the study comprised management students of Imo State University, Owerri. The sample was drawn using purposive sampling to target students who had received training in entrepreneurship and digital skills, as they were considered most relevant for the study. A total of 120 students were selected as respondents. Data were collected using a structured questionnaire titled Entrepreneurship and Digital Skills and Career Development Index (EDSCI). The instrument was designed on a modified four-point Likert scale with the following response options: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

The instrument was validated by two experts in management and entrepreneurship education. Its reliability coefficient was determined using Cronbach Alpha, which yielded 0.81, indicating high internal consistency. Out of the 120 questionnaires administered, 113 (94%) were successfully retrieved and used for analysis. Data were analyzed using the Spearman Rank Order Correlation Coefficient (r) to test the hypotheses in a bivariate format, with the aid of SPSS Version 23, at the 0.05 level of significance.

Results

Ho1: Entrepreneurship and E-commerce skills training do not significantly affect the career development of management students in Imo State University, Owerri.

Table 1: Correlation

	Entrepreneurship and E-Commerce Skills Training	**Career Development**
Entrepreneurship and E-Commerce Skills Training	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	113
Career Development	Correlation Coefficient	.803**
	Sig. (2-tailed)	.000
	N	113

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

Source*: Researchers' Data, 2025.*

Table 1 above shows an *r* value of 0.803 at a significance level of 0.000, which is less than the alpha level of 0.05. Since the significance value (0.000) is below 0.05, the null hypothesis (Ho1) which states that entrepreneurship and e-commerce skills training do not significantly affect the career development of management students in Imo State University, Owerri, was rejected. Therefore, the alternate hypothesis is accepted. This implies that entrepreneurship and e-commerce skills training significantly affect the career development of management students in Imo State University, Owerri.

Ho2: Entrepreneurship and digital communication skills training do not significantly affect the career development of management students in Imo State University, Owerri.

Table 2: Correlation

	Entrepreneurship and Digital Communication Skills Training	**Career Development**
Entrepreneurship and Digital Communication Skills Training	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	113
Career Development	Correlation Coefficient	.773**
	Sig. (2-tailed)	.000
	N	113

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

Source*: Researchers' Data, 2025.*

Table 2 above shows an *r* value of 0.773 at a significance level of 0.000, which is less than the chosen alpha level of 0.05. Since the significance value (0.000) is below 0.05, the null hypothesis (Ho2) which states that entrepreneurship and digital communication skills training do not significantly affect the career development of management students in Imo State University, Owerri, was rejected. Therefore, the alternate hypothesis is accepted. This implies that entrepreneurship and digital communication skills training significantly affect the career development of management students in Imo State University, Owerri.

Ho3: Entrepreneurship and digital skills training do not have a significant overall effect on the career development of management students in Imo State University, Owerri.

Table 3: Correlation

		Entrepreneurship and Digital Skills Training	Career Development
Entrepreneurship and Digital Skills Training	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	113	
Career Development	Correlation Coefficient	.816**	
	Sig. (2-tailed)	.000	
	N	113	

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

Source*: Researchers' Data, 2025.*

Table 3 above shows an *r* value of 0.816 at a significance level of 0.000, which is less than the chosen alpha level of 0.05. Since the significance value (0.000) is below 0.05, the null hypothesis (Ho3) which states that entrepreneurship and digital skills training do not have a significant overall effect on the career development of management students in Imo State University, Owerri, was rejected. Therefore, the alternate hypothesis is accepted. This implies that entrepreneurship and digital skills training have a significant overall effect on the career development of management students in Imo State University, Owerri.

Discussion of Findings

The test of hypotheses revealed that entrepreneurship and digital skills (e-commerce skill and digital communication skill) training significantly affect the career development of management students in Imo State University, Owerri. These findings are consistent with the work of Oh et al, (2025) who argued that entrepreneurial skills gained through collaborative learning and industry engagement play a vital role in preparing students for sustainable careers. In the same vein, Musa and Rashid (2020) noted that the career development of graduates can be improved when vocational and higher education institutions integrate entrepreneurship training with employability-focused programs. As the global job market increasingly depends on digital technology, management students require a combination of entrepreneurial mindset and digital competence to enhance their career growth and adaptability.

Specifically, e-commerce skills enable students to exploit online platforms for digital marketing, customer engagement, and online transactions, thereby giving them opportunities to establish and manage online businesses (Kihinde and Olatunde, 2022). Likewise, digital communication skills improve their ability to interact with clients, employers, and business partners using digital tools such as emails, virtual platforms, and social media, which are now integral to modern workplaces. The findings of this study also align with Okolie, Igwe, and Nwosu (2022), who emphasized that the most valuable digital entrepreneurship skills for students include the development of a digital entrepreneurial mindset, the ability to test business ideas, and the capacity to design minimum viable products to enhance career growth.

By combining entrepreneurship education with digital skills, management students are equipped with problem-solving skills, innovation, and business acumen, which are vital for both employability and self-employment. With e-commerce training, students can create online shops, manage logistics, and integrate payment systems, reducing dependence on scarce white-collar jobs. Similarly, digital communication training equips them with collaborative skills, negotiation ability, and adaptability to remote work, all of which are indispensable in contemporary work environments.

Employers in Imo State and beyond now place greater emphasis on candidates with entrepreneurial competence and digital literacy (Okolie, Igwe, and Nwosu, 2022). Therefore,

entrepreneurship training fosters creativity, innovation, risk management, and business planning, empowering students to initiate and sustain ventures within the digital economy. The combined influence of entrepreneurship, e-commerce, and digital communication skills strengthens self-reliance, employability, and career sustainability for management students. This prepares them for diverse career paths including freelancing, entrepreneurship, corporate leadership, and digital business management.

Conclusion

This study assessed the effect of entrepreneurship and digital skills training on the career development of management students in Imo State University, Owerri. The findings revealed that entrepreneurship training, coupled with digital competencies such as e-commerce and digital communication skills, significantly enhances students' career development. Specifically, the results showed that these skills equip students with the ability to create and manage businesses, improve employability, and adapt effectively to the demands of a technology-driven labor market.

The study concludes that management students who acquire entrepreneurship and digital skills are better positioned for diverse career opportunities, including self-employment, freelancing, online business management, and corporate employment. By combining entrepreneurial mindset with digital proficiency, students are empowered to innovate, solve problems, and compete favorably in both local and global economies. Therefore, entrepreneurship and digital skills training serve as a critical foundation for sustainable career growth, self-reliance, and adaptability in the digital era.

Recommendations

Based on the results and conclusion, the following recommendations were made by the researchers:

1. Management department of Imo State University (IMSU), should provide hands-on training on popular e-commerce platforms to enable students learn how to set up, manage, and market an online store, including handling payment processing, logistics, and customer service.
2. The university should integrate training on professional digital communication tools such as email, video conferencing, social media, and collaborative platforms into the management curriculum.
3. The university should establish an entrepreneurship and digital innovation hub that provides mentorship, incubation, and funding support for student start-ups.

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