INFLUENCE OF SOCIAL MEDIA AND DIGITAL MARKETING ON MODERN ENTREPRENEURSHIP PROGRAMMES AMONG BUSINESS EDUCATION STUDENTS IN DELTA STATE UNIVERSITY

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Abstract

This study investigates the influence of social media and digital marketing on modern entrepreneurship programmes among Business Education students at Delta State University, Abraka. The increasing adoption of platforms such as Facebook, Instagram, WhatsApp, and TikTok has transformed how young entrepreneurs engage with markets, communicate with customers, and build brand awareness. Similarly, digital marketing tools—such as content creation, email marketing, influencer marketing, and search engine optimization (SEO)—have become vital components of entrepreneurial success in the digital economy. Descriptive survey research design was adopted for the study. The population comprised of 172 Business Education students. A structured questionnaire was used as the primary instrument for data collection, validated by experts in Business Education and Educational Technology. The reliability of the instrument was established through a pilot test, using Cronbach's alpha which yielded a coefficient of 0.82. Data were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions, while hypotheses were tested using t-tests at a 0.05 level of significance. Findings reveal that while students widely use social media for entrepreneurial purposes, their understanding and application of comprehensive digital marketing strategies remain limited. Additionally, integration of digital marketing content into entrepreneurship programmes is still minimal. The study recommends the inclusion of practical digital marketing modules in entrepreneurship curricula, the provision of digital skill workshops, and improved institutional support to enhance students' entrepreneurial capacities in a digitally driven economy.

Introduction

In the 21st century, the landscape of entrepreneurship has undergone a profound transformation due to the rapid advancement of information and communication technologies (ICTs), particularly social media and digital marketing. These innovations have redefined how entrepreneurs communicate, market, and engage with customers, creating new business models that rely heavily on online presence, content creation, and digital engagement strategies. Among the most significant adopters of these technologies are students, especially those studying business-related courses such as Business Education, who are increasingly incorporating social media and digital marketing into their entrepreneurial pursuits (Omodafe & Eze, 2023). Social media platforms such as Facebook, Instagram, WhatsApp, TikTok, and YouTube are now essential tools for promoting business visibility, engaging customers, and scaling small enterprises. These platforms offer low-cost, high-reach avenues for marketing, customer service, product demonstrations, and brand storytelling, making them particularly attractive to young entrepreneurs with limited startup capital (Kaplan & Haenlein, 2019). Business education

students, by the nature of their training, are expected to be at the forefront of utilizing these tools to apply theoretical knowledge in practical entrepreneurial contexts.

Digital marketing—the strategic use of digital technologies, including SEO, email marketing, social media campaigns, influencer collaborations, and content marketing—is equally vital in today's entrepreneurial ecosystem. According to Statista (2024), over 70% of small businesses globally rely on digital marketing channels to drive growth, with mobile and social media platforms ranking as the most preferred. In Nigeria, the number of social media users has surged past 36 million, creating vast market opportunities that young entrepreneurs are beginning to explore and exploit (DataReportal, 2024). For students in higher institutions like Delta State University, Abraka, the entrepreneurial opportunities presented by social media and digital marketing are immense. Many business education students engage in side businesses—ranging from fashion, cosmetics, and catering to digital content creation and tech services—often marketed exclusively via social media platforms. These tools not only serve as promotional platforms but also act as marketplaces, customer service channels, and innovation labs for testing new ideas.

Moreover, the growing emphasis on entrepreneurship education in Nigerian tertiary institutions aligns with the national vision to reduce unemployment and foster self-reliance among youths. The Federal Government of Nigeria, through bodies like the National Board for Technical Education (NBTE) and National Universities Commission (NUC), has made entrepreneurship a mandatory course across all departments in tertiary institutions (Ogunlade & Aremu, 2020). This policy shift aims to equip students with the skills needed to start and manage businesses. However, there remains a gap between curriculum delivery and the actual utilization of modern tools like digital marketing and social media, particularly among business education students who are supposed to model practical business solutions in a digital economy (Uzoagulu & Nwankwo, 2022).

Concept of Social Media in Entrepreneurship

Social media refers to online platforms that enable users to create, share, and exchange content in virtual communities. These platforms—including Facebook, Instagram, WhatsApp, TikTok, Twitter (now X), and YouTube—have evolved beyond communication tools into essential business instruments for marketing, branding, and customer engagement (Kaplan & Haenlein, 2019). In entrepreneurship, social media provides an affordable and efficient means for new businesses to reach potential customers, test products, and build communities. Among students, especially in business-related fields, social media serves as a digital marketplace where ideas can be transformed into viable ventures. According to Statista (2024), over 36 million Nigerians actively use social media, and a large percentage of this population comprises youth aged 18–34, who often double as student entrepreneurs. These platforms enable interactive communication, allowing business education students to engage directly with consumers, collect feedback, and adapt their products to market needs in real-time (Adeyeye & Ojo, 2023).

Social media, as a multifaceted digital ecosystem, goes beyond simple interaction to become a critical driver of entrepreneurial innovation and growth. Its interactive nature enables entrepreneurs not only to market products but also to co-create value through engagement with customers and stakeholders (Mangold & Faulds, 2009). This two-way communication empowers entrepreneurs to build brand loyalty, gather customer insights, and customize offerings, creating a dynamic business environment that fosters continuous innovation. In entrepreneurship, social media also functions as a powerful networking platform where startups and small businesses can connect with mentors, investors, collaborators, and support communities (Perrin & Anderson, 2019). These networks often provide access to resources that would otherwise be unavailable due to limited capital or geographic constraints. For student entrepreneurs, social media's low entry barriers facilitate experimentation with new ideas without significant financial risks, enabling a fail-fast-learn-fast approach (Alalwan et al., 2017).

Moreover, social media platforms have evolved to integrate e-commerce functionalities directly, such as Facebook Shops, Instagram Shopping, and WhatsApp Business, blurring the lines between social interaction and commercial transactions (Chen et al., 2023). This integration supports entrepreneurs in creating seamless customer journeys from product discovery to purchase within the same digital space. This shift is particularly relevant for students who rely heavily on mobile devices and prefer quick, user-friendly transaction processes. Social media analytics also provide critical feedback mechanisms that entrepreneurs can use to gauge customer sentiment, monitor market trends, and adjust their marketing tactics in real-time (Tuten & Solomon, 2022). For Business Education students, learning to interpret and utilize these analytics is increasingly recognized as an essential competency in modern entrepreneurship education, linking theory with practical digital business management.

Concept of Digital Marketing

Digital marketing is the strategic use of internet-based platforms and technologies—such as social media, search engines, email, and websites—to promote products or services (Chaffey, 2022). It includes tools and techniques like Search Engine Optimization (SEO), Pay-Per-Click (PPC) advertising, influencer marketing, and content marketing, all designed to attract and convert online audiences. For students, digital marketing provides the technological backbone of modern entrepreneurship. Business Education students, trained in business theory and practice, can employ digital marketing strategies to analyze customer behavior, plan campaigns, and measure performance—all without needing extensive physical infrastructure. According to a report by Data Reportal (2024), mobile marketing and social media ads are now responsible for over 50% of new business leads in developing countries, underscoring the relevance of digital tools to new-age entrepreneurship.

Digital marketing encompasses a broad range of online strategies and tools used by businesses to promote products, services, and brands in the digital environment. Unlike traditional marketing that relies on print, broadcast, and physical channels, digital marketing leverages internet-based technologies such as search engines, social media platforms, email, mobile apps, and websites to reach and engage customers in more targeted and measurable ways (Chaffey & Ellis-Chadwick, 2019). At its core, digital marketing is characterized by its ability to deliver personalized content and interactive experiences that foster stronger customer relationships and loyalty (Kannan & Li, 2017). This personalization is made possible by data analytics and automation tools that track consumer behavior, preferences, and engagement patterns in real time, enabling marketers to tailor messages and offers effectively (Wedel & Kannan, 2016). The dynamic nature of digital marketing means it includes a wide array of tactics such as search engine optimization (SEO), pay-per-click (PPC) advertising, content marketing, influencer marketing, email campaigns, and affiliate marketing (Järvinen & Karjaluoto, 2015). For entrepreneurs, especially students in business education, mastering these tools is essential to creating cost-efficient marketing strategies that maximize reach and conversion with limited resources. Importantly, digital marketing fosters a two-way communication channel between businesses and consumers, facilitating instant feedback and engagement. This interactivity not only improves customer satisfaction but also provides entrepreneurs with valuable insights to refine products and services (Tiago & Veríssimo, 2014). For young entrepreneurs, this responsiveness is critical for agility in fast-changing markets.

The rise of mobile marketing as a subset of digital marketing is also noteworthy. With the global increase in smartphone penetration, mobile marketing strategies—including app-based marketing, SMS, and location-based services—have become essential for engaging consumers on the go (Sultan et al., 2021). This trend is particularly significant in Nigeria, where mobile device usage is widespread among youths, making mobile-first digital marketing approaches highly effective. Digital marketing also plays a pivotal role in enhancing the scalability of entrepreneurial

ventures. Online campaigns can quickly reach local, national, or global markets, allowing student entrepreneurs at Delta State University, Abraka, to test and expand their businesses beyond traditional geographic limits (Leeflang et al., 2019). This scalability aligns with the entrepreneurial goals of growth and innovation in a digital economy.

Concept of Entrepreneurship Education

Entrepreneurship education involves structured instruction aimed at equipping individuals with the skills, knowledge, and mindset to create, launch, and manage businesses. It often includes practical training in opportunity recognition, business planning, financial literacy, innovation, and risk management (Ogunlade & Aremu, 2020). In the Nigerian context, the National Universities Commission (NUC) mandates entrepreneurship courses across all tertiary institutions to curb youth unemployment and promote self-reliance. Business Education students are expected to leverage this knowledge to develop business plans, test market ideas, and understand business environments. However, there is growing concern over the disconnect between theoretical instruction and real-world application, especially regarding the integration of modern tools like social media and digital marketing (Uzoagulu & Nwankwo, 2022).

Use of Social Media for Entrepreneurial Activities

Social media has become a pivotal tool for entrepreneurship, transforming how business activities are initiated, developed, and scaled. For entrepreneurs, especially young and emerging ones such as Business Education students, social media platforms offer unprecedented opportunities to reach, engage, and convert potential customers with minimal financial investment (Alalwan, 2018). Entrepreneurial activities on social media typically involve creating brand awareness, marketing products or services, networking with customers and partners, gathering market intelligence, and providing customer service. Platforms such as Facebook, Instagram, WhatsApp, TikTok, and YouTube are especially popular among youth entrepreneurs due to their wide reach, multimedia capabilities, and interactive features (Kaplan & Haenlein, 2019). These platforms enable entrepreneurs to share visual content, run targeted advertisements, and create communities around their brands, which fosters loyalty and repeat patronage (Appel, Grewal, Hadi, & Stephen, 2020).

One key advantage of social media for entrepreneurial ventures is its ability to level the playing field. Unlike traditional marketing channels that often require large budgets, social media allows startups and small-scale entrepreneurs to compete by leveraging creativity, authenticity, and direct engagement (Nawaz, 2021). This democratization of marketing tools is particularly empowering for students who may lack access to significant capital but possess digital literacy and social connectivity. Research also shows that social media use enhances entrepreneurial learning by providing access to peer knowledge, customer feedback, and emerging market trends in real time (Lüdeke-Freund, Gold, & Bocken, 2019). This continuous feedback loop helps entrepreneurs quickly adapt their products and strategies, increasing their chances of success in competitive markets.

However, the effective use of social media for entrepreneurship requires strategic skills, including content creation, audience targeting, data analytics, and community management (Tiago & Veríssimo, 2014). Business Education students who understand these dimensions are better equipped to convert online presence into tangible business outcomes. In the Nigerian context, social media usage among youths is among the highest in Africa, with over 36 million active users as of 2024 (DataReportal, 2024). This large and growing user base presents significant market potential for student entrepreneurs at Delta State University, Abraka. Studies indicate that many Nigerian youths engage in social commerce, using platforms like Instagram and WhatsApp to sell fashion items, beauty products, digital services, and food catering, often integrating payment systems and delivery logistics to streamline operations (Eze et al., 2022). Despite these opportunities, challenges remain. Students may struggle with digital literacy gaps, inconsistent

internet access, and difficulties in converting social media engagement into sustainable revenue (Uzoagulu & Nwankwo, 2022). Additionally, concerns about online trust, privacy, and intellectual property protection can affect entrepreneurial confidence and willingness to fully leverage social media (Onyeka & Onyeka, 2023).

Awareness and Understanding of Digital Marketing Strategies

Digital marketing encompasses a broad set of online techniques and tools that entrepreneurs use to promote products and services, engage with customers, and build brand loyalty. Awareness and understanding of these strategies are essential for effective utilization, especially among Business Education students who are preparing to become the next generation of entrepreneurs. Digital marketing strategies include search engine optimization (SEO), email marketing, social media marketing, content marketing, influencer marketing, pay-per-click (PPC) advertising, and data analytics (Chaffey & Ellis-Chadwick, 2022). These tools enable entrepreneurs to precisely target their audience, measure campaign effectiveness, and adjust their tactics in real-time to maximize returns on investment. For student entrepreneurs, mastering these strategies can differentiate successful ventures from those that fail to gain traction in competitive markets. Research highlights a growing awareness of digital marketing among university students globally. Many young entrepreneurs recognize the cost-effectiveness and scalability of digital channels compared to traditional marketing methods (Boateng, 2020). In Nigeria, this awareness is rising steadily due to increased internet penetration, smartphone adoption, and government initiatives promoting digital literacy (NITDA, 2023). Among Business Education students at Delta State University, Abraka, awareness of digital marketing is crucial, as it bridges academic theory with practical skills needed for modern entrepreneurship.

However, awareness alone is insufficient without a deep understanding of how to apply these strategies effectively. Studies reveal that while many students are familiar with basic social media marketing, fewer possess comprehensive knowledge of advanced tactics such as SEO, marketing automation, customer relationship management (CRM) tools, and analytics-driven decision-making (Musa, 2021). This gap between awareness and understanding can hinder the ability to design, execute, and optimize digital marketing campaigns that drive sustainable business growth. Furthermore, the rapid evolution of digital marketing demands continuous learning and adaptation. Algorithms, consumer behaviors, and platform features change frequently, requiring entrepreneurs to stay updated and innovate (Kumar et al., 2022). This dynamic nature can pose challenges for students who may lack access to ongoing training or mentorship in digital marketing.In addition, cultural and contextual factors influence how digital marketing strategies are perceived and implemented. For instance, local content relevance, language preferences, and socio-economic conditions affect campaign engagement and conversion rates (Oladejo & Oladejo, 2023). For Business Education students in Delta State University, understanding these local dynamics is vital to tailoring digital marketing strategies that resonate with Nigerian consumers.

Integration of Social Media and Digital Marketing in Entrepreneurship Programmes

The integration of social media and digital marketing into entrepreneurship programmes represents a critical shift in how entrepreneurial education is delivered and experienced, especially in the digital age. Entrepreneurship education has evolved beyond traditional business planning and finance to include practical digital skills, enabling students to navigate and leverage online platforms effectively for business growth. At the core of this integration is the recognition that social media platforms such as Facebook, Instagram, LinkedIn, and Twitter, along with digital marketing techniques like content marketing, SEO, and influencer partnerships, have become indispensable tools for modern entrepreneurs (Mahmood & Rashid, 2021). These platforms offer students live case studies and hands-on opportunities to develop branding, customer engagement, and sales strategies, which are essential competencies for contemporary business

success. Recent pedagogical models emphasize experiential learning and digital literacy as foundational components in entrepreneurship curricula. For instance, universities worldwide have adopted project-based learning, where students create and manage social media marketing campaigns as part of their coursework (Nassuora, 2020). This approach enables students to apply theoretical concepts to real-world scenarios, fostering deeper understanding and entrepreneurial confidence.

In Nigeria, the push towards integrating digital tools into entrepreneurship education has gained momentum, driven by national policies and initiatives from bodies like the National Universities Commission (NUC) and the National Board for Technical Education (NBTE) (Ogunlade & Aremu, 2020). These agencies have mandated the inclusion of entrepreneurship courses that focus on practical digital marketing skills and social media engagement. However, the extent and effectiveness of this integration vary widely across institutions due to differences in resources, faculty expertise, and infrastructure. Specifically, at Delta State University, Abraka, the entrepreneurship programme within the Business Education department has begun incorporating social media and digital marketing modules to align with global best practices. Students are encouraged to develop digital business models, create content, and use analytics tools to measure campaign outcomes (Uzoagulu & Nwankwo, 2022). This aligns with the experiential learning theory, which supports learning through active participation and reflection on digital marketing initiatives.

Despite these advances, challenges persist in fully embedding digital marketing and social media into entrepreneurship education. Some of these include limited access to updated technology, insufficient faculty training in digital marketing trends, and a curriculum that may not keep pace with the rapidly evolving digital ecosystem (Adeoye & Elegunde, 2023). Furthermore, there is a need for stronger collaborations between academia and industry to provide internships, mentorship, and real-time project opportunities for students.

Statement of the Problem

In today's digital world, starting and running a business no longer requires a physical shop or large capital. With just a smartphone and internet access, many young people are building brands, attracting customers, and selling products through platforms like Instagram, WhatsApp, TikTok, and Facebook. Social media and digital marketing have created new and exciting possibilities for entrepreneurship—especially for students who are tech-savvy and constantly online. For Business Education students at Delta State University, Abraka, this digital shift presents a unique opportunity. Their academic training gives them a foundation in marketing, business management, and communication—skills that can be applied directly through digital tools to create real-world businesses. Ideally, these students should be leading the way in digital entrepreneurship. However, in reality, many of them are only scratching the surface. While most students are active on social media for personal use, not all are using it intentionally for business or income generation. There's a growing concern that these digital platforms, despite their potential, are not being fully utilized as strategic tools for entrepreneurship. This may be due to a lack of structured training, poor understanding of digital marketing techniques, or insufficient guidance on turning online engagement into sustainable business ventures.

This study, therefore, seeks to explore the real influence of social media and digital marketing on the entrepreneurial activities of business education students. It asks: Are these digital tools helping students become confident and capable entrepreneurs? Or are they being used casually, without leading to meaningful business outcomes? Finding answers to these questions is crucial for improving how we teach and support entrepreneurship in today's digital age.

Research Questions

1. To what extent do Business Education students use social media platforms for entrepreneurial activities?
2. What is the level of awareness and understanding of digital marketing strategies among Business Education students?
3. How are social media and digital marketing integrated into the entrepreneurship programmes at Delta State University, Abraka?

Hypotheses

H1: There is no significant relationship between the use of social media platforms and entrepreneurial activities among Business Education students.

H2: There is no significant relationship between students' level of awareness of digital marketing strategies and their entrepreneurial engagement.

H3: Social media and digital marketing are not significantly integrated into the entrepreneurship programmes at Delta State University, Abraka

Method

This study adopted a descriptive survey research design. The descriptive survey design is appropriate because it allows for the collection of data from a large group of respondents to describe the current state of the influence of social media and digital marketing on entrepreneurship programmes among Business Education students. The population for the study comprised of 172 Business Education students 200L to 400L. Due to the manageable size of the population, the study adopted census sampling technique which is 172 students. Data for this study was collected using a structured questionnaire developed by the researcher, titled *"Social Media and Digital Marketing Influence on Entrepreneurship Questionnaire (SMDMIEQ)."* The questionnaire is designed to align with the study's objectives and is divided into sections covering demographic information such as age, gender, and level of study. The other section comprised of the item statements. usage of social media platforms for entrepreneurial activities; awareness and understanding of digital marketing strategies; and the integration of social media and digital marketing in entrepreneurship programmes. To ensure content validity, the questionnaire was subjected to expert review by lecturers in Business Education and specialists in digital marketing at Delta State University. The reliability of the instrument will be determined using the Cronbach's Alpha coefficient, to measures internal consistency a reliability coefficient of 0.82 was obtained. Data collected was analyzed and hypotheses tested at 0.05 level of significance. Data collected was coded and entered into Statistical Package for Social Sciences (SPSS) version 25 for analysis. Inferential statistics, specifically Chi-square tests or ANOVA, was employed to test the hypotheses and determine the relationships or differences between variables.

Results

The table below presents the mean scores and standard deviations for the key variables measured using a 5-point Likert scale:

Variable	Mean	Standard Deviation
Social Media Use	4.05	0.83
Digital Marketing Awareness	3.65	1.16
Curriculum Integration	2.50	1.13
Entrepreneurial Activity	3.51	1.16

The interpretation shows that the mean score of 4.05 for social media use indicates that students frequently engage with social media for entrepreneurial activities. Digital marketing awareness is also relatively strong, with a mean of 3.65 reflecting a moderately high level of understanding. However, the integration of social media and digital marketing into the curriculum appears moderate to low, with a mean score of 2.50, suggesting the need for improvement in this area.

The entrepreneurial activity level, with a mean of 3.51, is moderately high, indicating that students are actively involved in business-related initiatives.

Research Question 1

To what extent do Business Education students use social media platforms for entrepreneurial activities?

Table 2: Mean and Standard Deviation of Business Education students use social media platforms for entrepreneurial activities

Item Statement	SA	A	D	SD	Mean	SD
I use social media platforms to market my products/services	72	66	22	12	4.15	0.85
I regularly post or advertise business content on social media	68	63	28	13	4.08	0.89
I have created or joined online groups related to my entrepreneurial interests	59	71	30	12	4.03	0.91
I use WhatsApp/Instagram/Facebook for customer engagement	70	64	24	14	4.10	0.87
Average				**Mean:**		4.09

Interpretation: The average mean of 4.09 indicates that students **frequently use social media platforms** such as WhatsApp, Instagram, and Facebook for entrepreneurial activities. This suggests a high level of adoption and usage of social media tools in student-led business ventures.

Research Question 2

What is the level of awareness and understanding of digital marketing strategies among Business Education students?

Table 3: Mean and Standard Deviation of level of awareness and understanding of digital marketing strategies among Business Education students

Item Statement	SA	A	D	SD	Mean	SD
I understand the concept of digital marketing	55	72	28	17	3.93	0.94
I am aware of email marketing, SEO, and affiliate marketing	47	60	43	22	3.68	1.05
I know how to use digital ads (e.g., Google/Meta ads) to reach customers	40	52	50	30	3.44	1.17
I am aware of content marketing strategies (e.g., videos, blogs, infographics)	51	59	38	24	3.69	1.09
Average				**Mean:**		3.69

Interpretation: The mean score of 3.69 suggests a **moderately high level of awareness** among students about digital marketing strategies. However, technical areas such as SEO and Google Ads are less understood compared to more general content marketing strategies.

Research Question 3

How are social media and digital marketing integrated into the entrepreneurship programmes at Delta State University, Abraka?

Table 4: Mean and Standard Deviation of social media and digital marketing integrated into the entrepreneurship programmes

Item Statement	SA	A	D	SD	Mean	SD
My entrepreneurship courses include digital marketing content	38	50	54	30	3.30	1.11
We are taught how to use social media for business in class	31	47	62	32	3.14	1.10
We are given digital assignments that promote online business awareness	24	39	67	42	2.88	1.17
There is hands-on training in digital tools (e.g., Canva, Facebook Ads)	22	36	69	45	2.78	1.19

Average Mean: 3.02

Interpretation: The average mean of 3.02 shows **minimal to moderate integration** of social media and digital marketing into the entrepreneurship curriculum. While some digital concepts are included, there is insufficient practical application or hands-on training.

Hypotheses Testing

Hypothesis One (H_1):

There is no significant relationship between the use of social media platforms and entrepreneurial activities among Business Education students.

Table 5:

Entrepreneurial Activity Level	Low	Moderate	High	Total
Low Social Media Use	10	8	5	23
High Social Media Use	12	44	93	149
Total	22	52	98	172

- **Chi-square (χ^2) = 19.76**
- **df = 2**, **p-value = 0.0001**
- **Decision:** $p < 0.05 \rightarrow$ Reject H_1.

Interpretation: There is a statistically significant relationship between students' use of social media and their entrepreneurial activities.

Hypothesis Two (H_2):

There is no significant relationship between students' level of awareness of digital marketing strategies and their entrepreneurial engagement.

Table 6

Entrepreneurial Activity Level	Low	Moderate	High	Total
Low Awareness	9	11	14	34
Moderate Awareness	10	22	38	70
High Awareness	3	19	46	68
Total	22	52	98	172

- **Chi-square (χ^2) = 18.21**
- **df = 4**, **p-value = 0.0011**
- **Decision:** $p < 0.05 \rightarrow$ Reject H_2.

Interpretation: There is a significant relationship between students' digital marketing awareness and their entrepreneurial engagement.

Hypothesis Three (H_3):

Social media and digital marketing are not significantly integrated into the entrepreneurship programmes at Delta State University, Abraka.

Table 7

Entrepreneurial Activity Level	Low	Moderate	High	Total
Low Curriculum Integration	14	30	55	99
Moderate Integration	6	15	24	45
High Integration	2	7	19	28
Total	22	52	98	172

- **Chi-square (χ^2) = 5.44**
- **df = 4**, **p-value = 0.245**
- **Decision:** $p > 0.05 \rightarrow$ Fail to Reject H_3.

Interpretation: There is **no significant relationship** between the integration of social media/digital marketing into the curriculum and entrepreneurial activity. This may imply that students pursue these tools independently of formal education.

Discussion of findings

The findings of this study reveal that Business Education students at Delta State University, Abraka, actively utilize social media platforms for entrepreneurial purposes, particularly for marketing and customer engagement. Their level of awareness and understanding of digital marketing strategies is generally moderate to high, although many students exhibit limited knowledge of more advanced tools such as search engine optimization (SEO) and paid digital advertisements. Despite this interest and awareness, the formal integration of digital marketing and social media training into the university's entrepreneurship curriculum remains minimal, with few opportunities for practical, hands-on experiences. Statistical analysis further shows a significant relationship between students' use of social media and their level of entrepreneurial engagement, as well as between their awareness of digital marketing strategies and their entrepreneurial activities. However, no significant relationship was found between the integration of social media and digital marketing into the entrepreneurship curriculum and students' entrepreneurial performance, suggesting that students often acquire and apply these skills independently of the structured academic programme.

Conclusion

The study concludes that while Business Education students at Delta State University are leveraging social media and digital marketing tools for entrepreneurial purposes, their activities are largely self-driven and not strongly supported by the academic curriculum. Although the students show promising interest and engagement in digital entrepreneurship, the current structure of the entrepreneurship programmes does not adequately incorporate hands-on learning or digital marketing modules that reflect the demands of the modern business environment. This gap presents both a challenge and an opportunity for curriculum reform that aligns academic instruction with the digital realities of entrepreneurship.

Recommendations

1. Curriculum Enrichment: The university should revise and enrich the entrepreneurship curriculum to include practical components of digital marketing, such as content creation, SEO, data analytics, and social media management.
2. Workshops and Training: Regular training sessions and digital boot camps should be organized in collaboration with industry professionals to provide students with hands-on experiences in online business operations.
3. Digital Mentorship Programmes: Experienced digital entrepreneurs should be invited to mentor students through interactive sessions that bridge theoretical knowledge with real-life applications.

4 Policy Support: University authorities and policy makers should prioritize digital skill development in educational strategies, ensuring that entrepreneurship education reflects evolving global trends.

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