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Office technology and management students` Digital industrial skills acquired for global work readiness in tertiary institutions

Philip Festus Ukata[1], Nonyelum P Okpokwasili[2]
[1] Department of Office Technology and Management, School of Business and Administrative Studies, Captain Elechi Amadi Polytechnic, Rumuola, Port Harcourt, Rivers State, Nigeria
[2] Professor, Department of Library and Information Science, Rivers State University, Port Harcourt, Nigeria

Abstract
The issue of digital industrial skills acquisition has become an item on global agenda. As such, the reason for this study "office technology and management students` digital industrial skills acquired for global work readiness in tertiary institutions". Descriptive survey research design was adopted with a population of 1,013. The sample size was 279, using Krechie and Morgan Table for determining a sample of a known population. Self-developed questionnaire of five point rating scale was used. Face and contents validity were established using the opinions of three experts with trial-test on 20 students. Data collected were analyzed using Cronbach Alpha with a coefficient value of 0.88. Out of 279 copies of questionnaire distributed, 255 were correctly filled, retrieved, and used for data analysis. Arithmetic mean and standard deviation were used to analyze data from research question and spread in respondents' views. Inferential statistics of analysis of one-way analysis variance (ANOVA) was used to test the null hypothesis. A Tukey Post Hoc Test of multiple comparisons was further conducted. Findings revealed that social media digital industrial skills acquired by students were at a very low level, and that students did not differ in their mean rating on the level of social media digital industrial skills acquired for global work readiness based on personal factors like training, experience and funding. Among other things it was recommended that students should ensure that they go into private certificates programmes in ICTs with root in social media digital industrial skills before admission and during schooling to assist them in global work readiness.

Keywords: Digital industrial skills, office technology and management, global work readiness and tertiary institutions

Introduction

Industrial skills are globally acknowledged as an instrument for achieving economic growth and development through employment creation for decent works. Consequently, industrial skills development are emphasized in many parts of the world such as USA, UK, Malaysia, Japan, China, Singapore and a host of others. In a country like Nigeria where unemployment and poverty seem to be extremely high, the importance of entrepreneurial skills cannot be undermined. Industrial skills are the individual's ability to translate ideas into action. It encompasses creativity, innovativeness and calculated risk taking, as well as ability to plan and direct action towards the achievement of goals (Ken, 2013) [10]. Akpotohwo, Watchman and Ogeibiri (2016) [1] saw it as the process where people bring together creative and innovative ideas, combining them with management and organizational competencies in order to combine people, money and resources to meet an identified need and thereby make the learners to be globally work ready to create wealth.

Office Technology and Management (OTM) is the application of scientific knowledge, devices and systems to facilitate and enhance the information processes and delivery of same (Olukemi & Boluwaji, 2014) [15]. It is associated with office automation, electronic technology and office globalization. Olukemi and Boluwaji stated that the need to prepare and make students competent, skillful and employable in the world of work, which is being driven by technological contents in the curriculum of erstwhile secretarial studies programme in the nation's tertiary institutions, that gave birth to OTM with information and communication technology and other entrepreneurial skills contents.

Digital industrial skills involve the use of automation in managing to achieving effective communication, branding, marketing and getting the targeted audience for the supply of products and services (Afrodigital, 2021). Digital industrial skills give entrepreneurs the ability to find, evaluate, utilize, share, and create contents using information and communication technologies and the internet anywhere, anytime and any day to sale their products and services. Digital industrial skills are core part of business owner's toolkit, whether you are in charge of a multinational corporation or operating a local business from home (Ukata & Amini, 2022) [17]. The five (5) top digital entrepreneurial skills needed to succeed by today`s entrepreneurs and acquire for global work readiness are cloud computing, cyber security, data analysis, social media marketing and user experience (UX) design skills (Martinez, 2021) [13]. However, the contents scope of this study is limited to data analysis and social media digital industrial skills.

Social media digital industrial skills (SMDES) are forms of internet marketing skills that use social media apps as marketing tools for products and services. These social media platforms enable brands to connect with their audience to build a brand, increase sales, drive traffic to a website, and build a community of followers to share and engage with the business contents.

These are done through the five pillars of social media marketing vis-a-vis social strategy in determining the goals, selecting social media platforms and contents mix. The next

is planning and publishing the contents, listening and engaging customers, be analytic and reporting to management for decision making, and finally advertising (LaFleur, 2022) [11]. These digital industrial skills always enable learners to be globally work ready upon graduation if properly equipped with the skills.

Global work readiness means that an individual possesses the foundational skills needed to be minimally qualified for a specific occupation as determined through a job analysis or occupational profile. It refers to the skills, aptitudes, and attitudes employers expect job seekers to have in preparation for the culture and demands of the workplace. These can be obtained through education or job training programs, employer-sponsored events, work-based learning, and other activities that increase transferable skills. Global work readiness means measurable increase in work readiness skills including world-of-work awareness, labour market knowledge, occupational information, values, clarification, and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters (Ukata, & Nmehielle, 2023 [18]; Global work readiness, 2022). Social media digital industrial skills (SMDIS) make students to be globally work ready but this seems to be the opposite.

Chinwokwu (2013) [3] bewailed that graduates of vocational education (including OTM students) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital industrial skills. Chinwokwu (2013) [3] further stated that business education graduates lacked relevant digital entrepreneurship competencies in the areas of financial management, self-management, ICT, marketing and leadership needed to operate their chosen businesses. The authors concluded that this is the cause of the high rate of business failure, unemployment and lack of decent works.

Iloeje and Okolocha (2018) [9] reported that digital marketing skills such data analysis and social media digital entrepreneurial skills are needed by graduates for successful operation of business enterprises. According to Ezeani, Ifeonyemetalu and Ezemoyih (2012) [6], digital entrepreneurial skills are needed by business related graduates for successful operation of a business enterprise.

Ezeani (2012) [6] stated that digital data analysis and social media entrepreneurial skills are marketing skills that keep the entrepreneur informed, knowledgeable and confident so as to determine the most efficient method of physical distribution of produced products and services globally.

The moderating factors for this study are students` personal and governments' factors. The students` personal factors are those factors that emanated from the students which may affect and influence their digital entrepreneurial skills.

They are factors that may or may not be under their control but are related to them and their family background. Factors such as commitment, personal training, provision of laptop, data, good ICT background before admission may influence and affect students` digital entrepreneurial skills. Also, personal factors such as age, gender, education, vicarious experience, funding, and experiences may influence conviction and digital entrepreneurial skills intentions (Amofah and Saladrigues, 2022 [2]; & Trivedi, 2017) [16].

The governments factors are those factors that are caused either by the state or federal governments. They also include factors from the managements of the state and federal universities, polytechnics and colleges of education. The governments` factors include provision of good policies and implementation, adequate funding, good quality teachers, provision of digital entrepreneurial skills facilities such as laboratories, classrooms, equipment, hardware and software, good working conditions, better job security, training and retraining with certifications programmes. The institutions` management factors include providing enabling teaching and learning environment, shaping entrepreneurial intention among students, nurturing with specific entrepreneurship education (digital entrepreneurial skills), sponsorships in conference, certifications, workshops, and training the trainer programmes among others. The role of tertiary institutions (universities, polytechnics, and collages of education) as provider and enabling conducive environment to nurture entrepreneurial intention, leading to new venture creation cannot be overstressed (Amofah and Saladrigues, 2022 [2]; & Trivedi, 2016) [6].

The government's roles and factors are prominent in acquiring digital industrial entrepreneurial skills. This may be the reason US government has driven innovation and data economy via open government data, data security, and Google's search engine. The recent violation of data privacy by Facebook, among other major platforms, and the frequent hacking of customers` information of major corporations are heightening awareness of the tradeoffs and risks involved in leaving the cyber space unprotected and unregulated for entrepreneurs with digital entrepreneurial skills and their customers (Mazzucato, 2013) [14]. Also, for emerging economies, the digital economy that is based on digital skills and competencies presents similar challenges where governments play varying activist roles, not only in innovation and adaptation of new waves of digital technologies but also in the assimilation and diffusion of these technologies across the whole economy in partnership with business, to promote a dynamic ICT ecosystem, create a highly networked system of actors, and invest in the platforms and human capital required for the digital economy for entrepreneur with digital skills to acquire decent works (Hanna, 2018) [8]. There is historical evidence that these governments have broaden and deepened their entrepreneurial and innovation roles, harnessing successive strategies and patient investments to build a dynamic digital transformation ecosystem, ubiquitous internet access, digital platforms, digital literacy, digital leadership, and sustained commitment to transform (Mazzucato, 2013) [14]. Singapore adopted a holistic approach to developing and using ICT for its economic transformation. For example, ICT applications in the public sector have been planned and evolved, supported by complementary developments in information infrastructure.

IT literacy and capability development, ICT industry sector, and ICT governance and institutions. E-government programs have been also based on a common foundation of shared infrastructure and services and deepened by sector-specific ICT-enabled transformations through e- logistics, e-business, e-education, and e-health (Hanna, 2018) [8]. The justification for this topic "Office technology and management students` digital industrial skills acquired for global work readiness in tertiary institutions" was because the study addressed the types, level as well as the influencing factors of digital entrepreneurial skills acquired by students for global work readiness which have not been addressed before with exact moderated factors. So, this is a brand new path of study in the body of knowledge.

Statement of the Problem

The unemployment rate among Nigerian graduates has continued to escalate. Therefore, the need for appropriate measures to curb the menace especially among OTM graduates through digital entrepreneurial skills for them to be globally work ready. Chinwokwu (2013) [3] reported that graduates of vocational education (including OTM) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills and competences. This supports the earlier position by Ekpenyong and Ojo (2008) [4] that Business Education graduates lacked relevant digital entrepreneurship skills and competencies in the areas of financial management, self-management, ICT, digital marketing, leadership, social medial digital marketing, and data analysis needed to operate their chosen businesses. The problems assumed here are that, the OTM undergraduates seemed not to have been adequately and sufficiently prepared with digital entrepreneurial skills for global work readiness. The problem of this study is that, despite the fact that entrepreneurship training and education have been included in OTM programme for years now, the rate of unemployment of OTM graduates without global work readiness seem to be very high. As such, the rationalization for this study "Office technology and management students` digital industrial skills acquired for global work readiness in tertiary institutions" was conceived.

Purpose of the Study

The main purpose of this study was to investigate office technology and management students` digital industrial skills acquired for global work readiness in tertiary institutions. The specific objective of this study was to ascertain:

1. Level of social media digital industrial skills acquired by office technology and management students for global work readiness in tertiary institutions.

Research Question

The following research question guided the researcher, from the perception of office technology and management students:

1. What is the level of social media digital industrial skills acquired by office technology and management students for global work readiness in tertiary institutions?

Research Hypothesis

The following research hypothesis was raised and tested at 0.05 level of significance:

1. Office technology and management students do not differ in their mean rating on the level of social media digital industrial skills acquired for global work readiness based on training, experience and funding in tertiary institutions in Rivers State.

Methodology

Descriptive survey research design was adopted for the topic," Office Technology and Management students` digital industrial skills acquired for global work readiness in tertiary institutions in Rivers State. "Survey research design was deemed appropriate since it sought to obtain the views of office technology and management students on digital industrial skills acquired for global work readiness. The population of this study was numbered 1,013 which consisted of year 4 students (undergraduates) of Rivers State University, Ignatius Ajuru University of Education, Federal College Technical Omoku and Ken Saro-wiwa polytechnic, Bori (Higher National Diploma (HND 2). Rivers State University had a total of 368 and Ignatius Ajuru University of Education was 346, Federal College Technical Omoku (FCTOMOKU) was 149 and Ken Saro-wiwa Polytechnic (KENPOLY), Bori had 150 (Departments of Business Education (FCTOMOKU, 2022); OTM Dept. KENPOLY, 2019; & Ukata, 2019) [19]. Below is the displayed population of the study using exploded pie in 3 D, including their percentages:

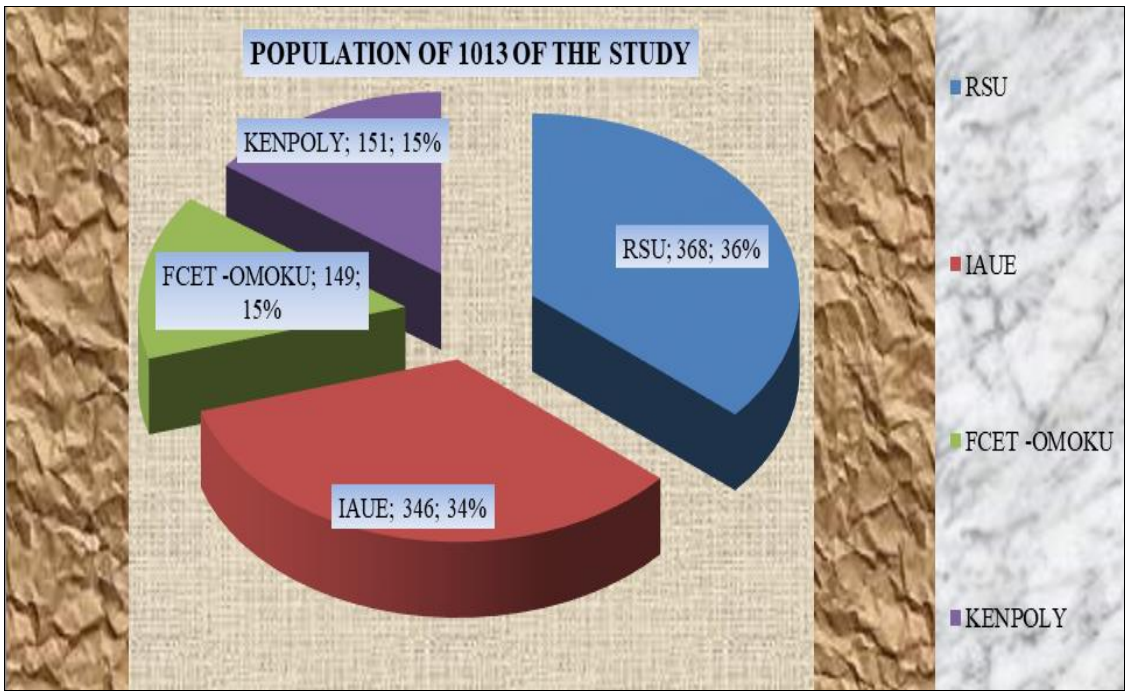

Fig 1: Population of 1,013 for the study; source: (Researchers` design, 2023)

The targeted population was chosen from the four tertiary institutions in Rivers State offering Office Technology and Management either as a course or an option in Business Education.

Years 1, 2, 3; Higher National Diploma Year 1, and National Diploma Years 1 and 2 students of the four tertiary institutions were not included in the population of this study because they may not be able to provide a fair assessment on the level of digital industrial skills acquired for global work readiness. Captain Elechi Amadi Polytechnic runs Office Technology and Management but was not included because it does not have Higher National Diploma Programme.

The sample size was 278, using Krechie and Morgan Table of 1979 for determining a sample of a known population of 1013. The instrument for data collection was a self-developed questionnaire based on the reviewed related literature and research question posed. The instrument was titled: "Digital industrial skills acquired by Office Technology and Management Students (DISA-OTMS)", with five point rating scale of the following options: Very High Level (5), 4.50 - 5.00, High Level (4), 3.50-4.49, Moderate Level (3), 2.50-3.49, Low Level (2) 1.50-2.49 and Very Low Level (1) 0.50-1.49. The face and contents validity of the instrument were established using the opinions of three experts from the departments of Business Education of Rivers State University and Ignatius Ajuru University of Education. The questionnaire was trial-tested using 20 office technology and management student, Abia State Polytechnic. Data collected were analyzed using Cronbach Alpha which yielded coefficient value of 0.88. The high reliability value indicated that the instrument was reliable for the study. The researchers personally administered copies of the questionnaire to the respondents in their schools with the help of four research assistants. The research assistants were adequately briefed on the modalities for administration and collection of the Questionnaires. On the spot completion and time gap of one week were used for those who could not fill the questionnaire immediately. Out of 278 copies of questionnaire distributed, 255 were correctly filled, retrieved, and used for data analysis.

The arithmetic mean and standard deviation were used to analyze data from research question and determine the homogeneity and heterogeneity of respondents' views, while the inferential statistics of analysis of one-way analysis of variance (ANOVA) was used to test the only null hypothesis. The justification for adopting one-way analysis of variance (ANOVA) was because the null hypothesis has one categorical independent variable with three levels. A null hypothesis was rejected where the calculated significant (Sig.) value, (p- value) was greater than or equal to (≥) the alpha value of 0.05. Otherwise, the null hypothesis was not rejected. The data analysis was carried out using Statistical Package for Social Sciences (SPSS) version 25. A Tukey Post Hoc Test of multiple comparisons was further conducted. The motivation for advancing a Tukey Post Hoc Test of multiple comparisons was to show if there was statistical significant difference in the means and significant (sig.) values. A Tukey Post Hoc Test of multiple comparisons also indicated where the difference actually existed between training and experience, training and funding, and experience and funding which was not indicated by ANOVA results conducted. Tukey Post Hoc Test of multiple comparisons was additionally helpful to take a definite decision about the result analysis and interpretation.

Result Presentation, Analysis and Discussion

Research Question 1

What is the level of social media digital industrial skills acquired by office technology and management students for global work readiness in tertiary institutions?

Table 1: Respondents` mean ratings on the level of social media digital industrial skills acquired by office technology and management students

				N = 255
SN	**Item on social media digital industrial skills**	$\bar{x}$	**SD**	**Remarks**
1	Ability to use ICT hardware	1.01	.40	Very Low Level
2	Ability to use ICT software	1.00	.45	Very Low Level
3	Ability in internet marketing	1.00	.41	Very Low Level
4	Ability in using social media apps as marketing tools	1.01	.46	Very Low Level
5	Ability in posting products and services	1.00	.50	Very Low Level
6	Using social media platforms build brands	1.00	.43	Very Low Level
7	Using social media platforms to increase sales,	1.00	.50	Very Low Level
8	How to manage website	1.00	.52	Very Low Level
9	How to build a community of followers	1.01	.45	Very Low Level
10	How to share and engage in business contents.	1.02	.46	Very Low Level
11	How to use the five pillars of social media marketing	1.00	.47	Very Low Level
12	Ability to select appropriate marketing platforms	1.01	.48	Very Low Level
	Aggregate Mean	1.00		Very Low Level

Source: Researchers` Field Work (2023)

Table 1 shows that all the 12 listed items have mean scores ranged within 1.00 to 1.02. This means very low level. The cluster mean was 1.00, meaning very low level as well. This means that the level of social media digital industrial skills acquired by office technology and management students was at a very low level. The standard deviations For the 12 listed items ranged within 0.40 to 0.52 which shows that respondents were homogeneous in their views that the level of social media digital industrial skills acquired by office technology and management students in tertiary institutions for global work readiness was at a very low level.

Testing of Null Hypothesis

Hypothesis 1

Office technology and management students do not statistical significantly differ in their mean rating on the level of social media digital industrial skills acquired for global work readiness based on training, experience and funding in tertiary institutions.

Table 2: Summary of ANOVA on the level of social media digital industrial skills office technology and management students for global work readiness.

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig. (P-value)	Decision
Between Groups	9.782	2	6.541	6.533	.04 Significant	H_{O1} Accept
Within Groups	85.880	253	3.248			
Total	84.062	255				

Source: Researchers` Field Work (2023)

Data on Table 2 shows a calculated F-value of 6.53 with a significant (sig.) p-value of 0.044 which is less than the alpha value of 0.05 (0.04 < 0.05) at degrees of 2 and 253. Therefore, the null hypothesis (H_{O1}) was accepted. This means that office technology and management students statistical significantly did not differ in their mean rating on the level of social media digital industrial skills acquired for global work readiness based on personal factors such as training, experience and funding in the tertiary institutions. The descriptive statistics table showed training with means score of 1.18, experience was 1.30 and funding was 1.13, all indicated very low level. The total mean was 1.23, also signifying very low level. This shows that the level of social media digital industrial skills office technology and management students for global work readiness based on personal factors such as training, experience and funding in tertiary institutions was at a very low level. The standard deviations for training, experience and funding were 0.62, 0.62 and 0.63. This means that the respondents on training, experience and funding as personal factors were homogeneous that their social media digital industrial skills acquired was at a very low level.

The Levene's Test of Homogeneity of Variances shows that there was no variances in the samples to account for possible means differences. Since the p-values (sig.) of 0.04, 0.04, 0.3 and 0.35 were less than 0.05 alpha level, this possibly accounted for the acceptance of the null hypothesis. Nonetheless, the ANOVA test did not indicate which pair of the means of the personal factors that had statistical significant difference. This necessitated a Tukey Post Hoc Test of multiple comparisons which showed that there was also no statistical significant difference in means of training and experience. Their P-values were 0.48 and 0.48, which were less than 0.05 alpha level. However, the Tukey post hoc test showed that there was a statistical significant difference between training and fund with p-value of 0.31, or between experience and funding with p-value of 0.15.

Discussion of Findings

Social media digital industrial skills acquired by office technology and management students for global work readiness

Findings of this study showed that the social media digital industrial skills acquired by office technology and management students was at a very low level.

Finding of this study agrees with the views of Chinwokwu (2013) [3] who averred that graduates of vocational education (including office technology and management) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills. Chinwokwu (2013) [3] further stated that Business Education graduates (OTM) lacked relevant digital entrepreneurship competencies in the areas of financial management, self-management, ICT, marketing and leadership needed to operate their chosen businesses. The authors concluded that this is the cause of the high rate of business failure, unemployment and shows no readiness for global work. The fact that all the (12) listed as social media digital industrial skills acquired by office technology and management students indicated a very low level and the aggregate mean also showed a very low level. It implies that learners may not be ready for global work and that the high rate of unemployment may continue.

The findings from the null hypothesis disclosed that office technology and management students did not statistical significantly differ in their mean rating on the level of social media digital industrial skills acquired for global work readiness based on personal factors such as training, experience and funding in the tertiary institutions. This findings disagreed with the study of (Amofah and Saladrigues, 2022 [2]; & Trivedi, 2017) personal factors such as commitment, personal training, provision of laptop, data, and good ICT background before admission may influence and affect students` digital industrial skills. Also, personal factors such as age, gender, education, vicarious experience, funding, and experiences may influence conviction and digital industrial skills intentions for global work readiness of the learners.

Summary of Findings

From the results of the analysis presented, findings of the study are summarized as follows:

1. Social media digital industrial skills acquired by office technology and management students was at a very low level.
2. Office technology and management students did not statistical significantly differ in their mean rating on the level of social media digital industrial skills acquired for global work readiness based on personal factors such as training, experience and funding

Conclusion

From the summary of the findings, it was concluded that the social media digital industrial skills acquired by acquired by office technology and management students was at a very low level. Also, office technology and management students differed in their mean rating based on personal factors such as (training, experience and funding) in social media digital industrial skills acquired for global work readiness. This means that the high rate of unemployment in Nigeria may continue because of the very low level of social media digital industrial skills that is the leader of global business.

Recommendations

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

1. Students should ensure that they go into private certificates programmes in ICTs with root in social media digital industrial skills. Good experience should be acquired to create room for decent works. Parents should ensure that learners have good ICT foundation with root in social media industrial skills. Parents should as well provide funds office technology and management students to pave way for experience so that they can acquire a very high level of social media industrial skills for global work readiness.

Management of tertiary institutions, states and federal governments should ensure that there are good policies and adequate implementation, conducive teaching and learning environment and funding of social media industrial skills for learners. More so, adequate hardware, software facilities, laboratories, standard offices and welfare packages should be provided to support teaching and learning of ICTs as a soft skills for learners to acquire the needed skills for global work readiness.

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