



DIGITAL PEDAGOGY AND ENTREPRENEURSHIP EDUCATION IN NIGERIA: TOWARDS GRADUATES' GLOBAL ENTREPRENEURIAL RELEVANCE.

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Abstract

Entrepreneurship education is a vital part of the education system in Nigeria while digital pedagogy is a global trend of the moment. The study explored a range of scientific literature on the relevance of digital Pedagogy in Entrepreneurship Education with a focus on strategically positioning Nigeria graduates as they acquire new knowledge in order to be globally relevant in entrepreneurship activities and practices. This study adopts a systematic literature review where forty-five (45) reliable and relevant sources were reviewed following comprehensive screening of all data were analyzed and evaluated viz pre-existing knowledge about digital pedagogy's effect on entrepreneurship education. This study found very low adoption of digital pedagogies in the teaching of entrepreneurship in higher education in Nigeria It is therefore recommended that efforts should be geared towards the formulation of policies targeted towards an adoption of appropriate pedagogies in teaching entrepreneurship to promote the global relevance of Nigeria graduates in entrepreneurship practices. Measures should also be mounted to Up-skill entrepreneurship educators on the use of digital pedagogies, collaborating with Professional associations in digitalization, and be ethical in its adoption viz responsible use, safeguarding data privacy, and exhibiting courteous behavior within digital contexts.

Key Words: Entrepreneurship education, Digital Pedagogy, Technology, Pedagogy

1.0 Introduction

Globally, traditional notions of education are no longer sufficient to prepare a workforce for a contingent and dynamic world. Currently, we live in an era driven by globally acknowledged new technologies that are changing the way people think, live and work (Odeyemi, Noluthando, Falaiye, Ajayi-Nifise., & Daraojimba, 2024; Wilian, Beaumie, Laleh, Emily & Marjan, 2023). The 21st Century is being built on investment in innovation and creativity (Nwokolo, Eyime, Obiwulu, & Ogbulezie, 2023). Students who are not digitally literate cannot use digital tools to express their creativity and generate novel concepts. The way university students in Nigeria use

digital resources is significantly poor as influenced by their low level of digital literacy. Undergraduates who are deficient in digital literacy abilities may find it difficult to obtain required information, conduct research and collaborate with peers and lecturer. In other words for Nigerian universities to prepare their students for success in the digital age, it is crucial that they include digital literacy training in the curriculum and actively encourage it among their students.

Entrepreneurial relevance is contingent on emerging digital skills. In light of the swift and ongoing digitalization of economies of nations of the world, it is very crucial for educators to take the lead in equipping students with curriculum and practical resources to develop critical thinking, creativity, and inquiry skills. These skills are essential for students to contribute effectively in a future where machines will collaborate with human professionals. By adopting digitalization to improve learning and offering engaging activities and experiences Nigeria graduates can stay ahead of the rapid advancement in technology at the moment and in the future..

The traditional system of education that was established during the colonial era has been passed down from one generation to another in Nigeria which has resulted in university graduates primarily seeking employment rather than being employers of labor ((Agbonna, 2024). This exacerbates the issue of graduate unemployment, particularly due to the large influx of educated individuals entering the labor market on annual basis. The issue is exacerbated by the fact that university graduates in Nigeria are more inclined towards white-collar jobs due to their lack of the necessary entrepreneurial mindset required for engaging in entrepreneurial activities (Adedeji & Mohammad, 2018). Additionally, they perceive white-collar jobs as more appealing compared to being self-employed (Osakede, Lawanson & Sobowale, 2017).

Unfortunately, there is low absorption capacity of graduates into formal employment hence the rising graduate unemployment. The rising unemployment rate in Nigeria between year 1990 to 2009. In an effort to reduce the unemployment level which ranges from 12.2% in 1990 to 18.2% (World Development Indicators 2011 in Adawo, Essien & Ekpo, 2012). Sequel to the foregoing, the ministry of education implemented a policy in 2007 with the introduction of entrepreneurship a mandatory course requirement at 1 unit compulsory course for graduation. This decision was based on the premise that the course would equip students with a comprehensive entrepreneurship skill encompassing knowledge, skills, techniques, and values necessary to become self-sufficient individuals capable of generating employment opportunities globally. This gave rise to the need for entrepreneurship education for value job creation. The inclusion of entrepreneurship education is of significant importance as it effectively equips undergraduates with the required skills and knowledge for starting and running an enterprise (Prastyaningtyas, Sutrisno, Soeprajitno, Ausat & Suherlan, 2023). Entrepreneurship Education also instills into the undergraduates the skills required to expand their knowledge and perspectives, acquire entrepreneurial abilities, and develop positive attitudes toward making their venture have competitive edge and success (Tóth-Pajor, Bedő & Csapi, 2023). Entrepreneurial education is evident in the transformative change that has taken place in the undergraduates as they graduate and moves into the labour market (Wahyoedi, Suherlan, Rijal, Azzaakiyyah, & Ausat, 2023). The rapid advancement of digital technology has all in encompassing brought a huge transformation to our lives in all ramifications not leaving behind the education system (Zengin, 2023; Zhang, Van Gorp & Kievit, 2023). The adoption of the digital pedagogy in entrepreneurship education involves the integration of technology to improve the effectiveness, accessibility and attractiveness of the teaching and learning of entrepreneurship through the technological tools (Tóth-Pajor, Bedő & Csapi, 2023). In light of the foregoing, for instance a range of digital tools, such as automation, Blockchain, artificial intelligence (AI) and big data, Gamification, Internet of Things, Augmented Reality Machine Learning, Robots, Virtual Reality,

and 3D Printing have been introduced into entrepreneurship activities which calls for the introduction of digital pedagogy to entrepreneurship education in order to align with the swift progressions in today's digitally networked and virtual realm (Atrup, Diawati, Syamsuri, Pramono, & Ausat, 2023). These technologies are already beginning to have a substantial effect on the implementation of the entrepreneurship activities and the connection between businesses and customers are mostly dependent on it. Artificial intelligence is presently utilized to handle or direct customer assistance inquiries.

Digitalization of many corporate activities creates new consumer relationships and changes the marketing landscape, like a tsunami. Digitalizing many business activities has transformed channel interactions, altering marketing and creating new customer-company connections. Undergraduates must be exposed to cutting-edge technologies and learn conceptual, inquiry, critical thinking, creativity, and integrative learning skills to contribute to a world where machines work alongside humans (Lesinskis, Mavlutova, Spilbergs, & Hermanis, 2023).

This is evident in the study conducted by McKinsey Global Institute where it was estimated that an additional 13 trillion Dollar could be added to global GDP by 2030 through digitization (Diawati, Ausat & Augustin, 2023). This indicates that Sectors with high levels of digitization tend to experience significant productivity growth (McKinsey Global Survey, 2021). However, despite advances in new technologies, macroeconomic productivity growth has been sluggish in developing economies. In the same vein the International Data Corporation (IDC) predicts that nearly 25% of the global data sphere will be real-time by 2025 due to the infusion of data into entrepreneurship workflows. (IDC White Paper, 2020).

Additionally, a survey on Human Capital trends conducted by Deloitte (2017) revealed that 75% of global entrepreneurs recognize the rapid transformation of their enterprises due to the digital revolution, while 65% of these entrepreneurs contend that educational curricula do not adequately foster the development of digital entrepreneurship skills. Consequently, many entrepreneurs are encountering challenges stemming from a technological skills gap. Entrepreneurship instructors should integrate a learning technique that focuses on digital competency (Deloitte Insights, 2019). Adoption innovative pedagogies would have exposed Nigeria graduates to issues of redefining the customer experience landscape as powered by data analytics and AI. This will position them appropriately to compete with their peer in the global arena (Agbonna, Asikhia & Magaji, 2019; Agbonna, 2021) and allow their businesses to tailor products and services to individual preferences globally most specially in the era of Artificial Intelligence (Sudewa, Yusat, Maulana, Fauzan, & Barizki, 2023). E-commerce platforms like Amazon use algorithms to recommend products based on past purchases, enhancing customer satisfaction and loyalty. Furthermore, digital communication channels, including social media and online support, have become integral to providing seamless and responsive customer experiences. Entrepreneurship ventures who embrace digital transformation are better positioned to innovate, adapt to market changes, and stay ahead of competitors. The ability to leverage cutting-edge technologies not only enhances operational efficiency and customer experiences but also fosters a culture of continuous improvement, positioning businesses for sustained competitiveness (Fauzi, Tuhuteru, Sampe, Ausat, A & Hatta, 2023). Several studies exist on pedagogy and entrepreneurship education however, the volume of available literature on the effect of digital pedagogy on entrepreneurship education in both developing and developed nations have shown that the gap of digital pedagogy have not been fully addressed. The foregoing implies a gap in research concerning the effect of digital pedagogy on entrepreneurship education in Nigeria.

Despite the numerous opportunities presented by the integration of digital tools in entrepreneurship education, educators in this field have not yet adapted to its requirements, and achieving widespread applicability remains a significant challenge in the pedagogy of entrepreneurship education (Anderson, 2020). The scholarly arguments on its necessity for effective entrepreneurial practices and achievement in the contemporary digital world. Several research, such as (Bećirović, 2023) have revealed a deficiency in digital entrepreneurial abilities. It is of paramount importance for all hands to be on deck towards equipping Nigeria undergraduates on digital literacy. As recommended by (Bećirović, 2023) inclusion of digital literacy in entrepreneurship education pedagogy would facilitate strategic positioning of higher education students for the global entrepreneurship involvement. To this backdrop, this study explores a range of scientific literature specifically focusing on the effect of digital literacy on entrepreneurship education of undergraduates in Nigeria with a focus on acquiring new knowledge and making the students globally relevant in entrepreneurship practices.

2.0 LITERATURE REVIEW

Pedagogy

The concept of pedagogy has its origin in the Greek expression paidagogeia, referring to the education of children (Bećirović, 2023). However, Kurakto & Morris (2018) defined pedagogy as practice-based assumptions of effective learning and teaching practices, notably in academia. Lectures, seminars, business plans, and project works are all instances of conventional pedagogy, also known as passive classroom instruction. Non-traditional or creative education is typically characterized by a greater emphasis on action-based learning. An effective pedagogy must align with both the learner and the desired learning outcomes. Fernando, 2018 Pedagogy offers numerous benefits to pupils. Kurakto and Morris (2018) contend that pedagogy is organized and logical, aiming to provide consistent courses with customized goals and content for learners. Daniele (2018) categorizes pedagogy into two classifications: traditional and innovative, based on the information provided above. Lucy and Terresia (2017) argue that traditional teaching approaches prioritize the instructor's role above promoting student engagement through questioning and understanding of the subject.

Traditional Pedagogy

Traditional pedagogy, often referred to as the conventional method of teaching, has been the cornerstone of education for centuries (Aroles & Küpers, 2022; Boczar & Jordan, 2022). Rooted in a teacher-centered approach, this methodology has shaped the learning experiences of countless generations. Students' inability to apply what they have learned to real-world scenarios has been attributed to traditional teaching methods (Anderson, 2020; Bećirović, 2023). The behaviorist viewpoint that produces circumstances in which the student is a passive recipient of knowledge is criticized by certain psychologists. Conversely, Piaget (1974) and Bruner (1972) advocate for the learner to take an active role in their education. According to Piaget (1974), genuine learning requires active student participation which hardly takes place in the context of the traditional pedagogy. When a learner can recognize connections between new information and what they already know, learning is considered active. Constructivists concur, arguing that effective learning requires a meaningful context that integrates the outside world into the classroom (Brown, Collins & Duguid 1989; Hui & Koplin, 2011). Despite the advent of digital technologies and modern educational philosophies, traditional pedagogy remains relevant in many educational systems worldwide. This essay explores the key aspects of traditional pedagogy, its advantages, and the criticisms it faces in the contemporary educational landscape. Traditional pedagogy, with its teacher-centered approach and structured framework, continues to

play a significant role in education. Its proven effectiveness, emphasis on discipline, and reliance on teacher expertise are valuable assets.

Digital Pedagogy

Digital pedagogy is the adoption of contemporary digital technologies in teaching and learning. Tóth-Pajor, Bedő & Csapi, (2023) defined digital pedagogy as innovative teaching methods which utilize technology to enhance the quality of education and actively engage students in the learning process. A digital pedagogy includes a set of means of making learning available to students via a number of technologies in order to develop critical analysis, metacognition and reflection, often through creation, editing and publishing online ability of an individual (Rukman, Urath, Harini, Ausat, & Suherlan, 2023). Furthermore. Digital pedagogy studies the design, implementation, and evaluation of educational situations that include a significant component of digital technologies, as well as the necessary conditions for their implementation synchronous and asynchronous interactions in virtual and mixed learning environments, learning management platforms and tools, digital educational resources, and educational usage of various digital applications. Digital pedagogy deals with education principles and legalities, characteristics, limits and is distinguished by the digital component's impact on learning, teaching methods, assessment, content, conditions, and efficiency. Hegarty (2015), posited new educational approaches in a "open world," proposed a model with eight interrelated features for open pedagogy: participatory technology, innovation and creativity, sharing ideas and resources, reflective practice, people, openness, and trust, connected community, learner-generated, and peer review.

Digital Pedagogy is advantageous as posited by Ayuso del Puerto & Gutiérrez-Esteban, (2022) that educators should adopt instructional techniques through evidence-based research and hybrid learning models adopting digital tool in the process of teaching and learning ensure that students learn through dynamic opportunities for discussion, debate, collaboration, application, conjecture, and edification; Tools for learning include rapid assessment tools, games, annotation technology, video with multiple instructors, discussion boards, and online support; Tools for application include flipped classrooms, simulations, visualizations, modules, and digital labs; Students learn more efficiently with the aid of digital assessments that give them rapid feedback on their understanding; Within digital assessments, students also benefit from adaptive hinting, which provides guidance to incorrect responses, corrects misperceptions immediately, and helps students to figure out problems in real-time; Through digital pedagogy Instructors can spread knowledge widely through digital platforms that can reach more students; Students can also learn anytime, anywhere through affordable and accessible asynchronous classrooms when taught through digital pedagogy (Bećirović, 2023).

Comparison of the Traditional and Digital Pedagogy

The traditional and digital pedagogies are two sides of the coin. The traditional pedagogy is characterized with classroom based learning, teacher centered instruction, fixed curriculum, limited resources and so on (Aroles & Küpers, 2022). It takes physical classrooms, face-to-face interaction between teachers and students and in structured schedules and routines. It is from the teachers' perspective where the teacher is the primary source of knowledge with emphasis on lecture and direct instruction and the students are mostly passive recipients of information (Boczar & Jordan, 2022). The curriculum in the traditional classroom setting exhibits limited flexibility, with less emphasis on personalized learning and high reliance on physical resources like textbook whereas there is limited access to diverse information sources (Pangrazio & Sefton-Green, 2021).

However, the digital pedagogy is an online-based learning which gives access to a vast array of digital resources and information. Through digital pedagogy teaching takes place through digital platforms and virtual interactions (Pokhrel & Chhetri, 2021). It is characterized by flexible schedules and self-paced learning. It is student-centered and accommodates students' access to various sources of knowledge with emphasis on active learning and student engagement. Digital pedagogy enables students to partake in more active role in their learning processes. It is highly beneficial for flexibility in its curriculum with personalized learning and varied assessment methods, including project-based and formative assessments and it is more focused on skill development and real-world applications (Ayuso del Puerto & Gutiérrez-Esteban, 2022). There is an integration of multimedia, such as videos, podcasts, and interactive simulations which facilitates opportunities for global collaboration and networking also through online discussions and group projects where students often take a more active role in their learning compared to the teacher-centered traditional approach.

National Digital Learning Policy

The National Digital Learning Policy by the Federal Ministry of Education is designed to enrich teaching and learning by leveraging digital technology. The policy focuses on five major pillars: These policies aim to integrate digital technologies into the educational system, ensuring that students and educators are well-equipped to thrive in the digital age. Here are some key aspects of these policies and their impact.

1. Policy Direction and General Guidelines targeted at establishing a clear framework for digital learning initiatives.
2. Digital Learning Platforms Development: Creating and promoting platforms that facilitate digital education.
3. Local Digital Content Provisioning: Ensuring the availability of locally relevant digital content.
4. Infrastructure and Access Devices: Improving access to digital infrastructure and devices.
5. Capacity Building and Advocacy: Training educators and raising awareness about digital learning tools.

National Digital Literacy Framework

The National Digital Literacy Framework (NDLF), developed by the National Information Technology Development Agency (NITDA), provides guidelines for the development of digital literacy within Nigeria. The framework aims to ensure equitable access to digital literacy education for all population segments, including underserved communities. The specific objectives of the NDLF include:

1. Human Capital Development: Training teachers and educational administrators in ICT skills.
2. Infrastructure: Developing the necessary infrastructure to support digital learning.
3. Research and Development: Encouraging research in digital education technologies.
4. Awareness and Communication: Promoting the benefits of digital education to stakeholders.
5. Governance and Financing: Ensuring proper governance and funding for digital education initiatives.

Impact of Government Policies

These policies have led to several positive outcomes:

1. Enhanced Access to Education: Digital learning platforms have made education more accessible, especially in remote areas.

2. Improved Quality of Education: The use of digital tools and resources has enriched the learning experience and improved educational outcomes.
3. Teacher Training and Support: Programs aimed at training teachers in digital skills have empowered educators to effectively integrate technology into their teaching.
4. Innovation and Inclusion: Digital education promotes innovation and inclusivity, catering to diverse learning needs and styles.

Entrepreneurship Education

Entrepreneurship education is a set of teaching which equips individuals with the skills, information, and attitudes to identify and capitalize on business possibilities (Agbonna, 2022; Agogbua & Mgbatogu, 2024; Aleru, & Okere, 2024). It fosters risk-taking, innovation, creativity, and proactivity in learners to create value. The methodical imparting of the knowledge, abilities, and qualities required to encourage an entrepreneurial mindset and behavior in people is known as entrepreneurship education (Amah & Amah-Cletus, 2024). It includes a variety of educational programs designed to give students the ability to recognize opportunities, be creative, take measured risks, and add value in a variety of settings (Ira, Sri, Issy, & Mursid, 2024; Ladokun & Ajayi, (2024). By focusing on creativity, problem-solving, resilience, and adaptability, entrepreneurship education goes beyond traditional business education and equips students to succeed in dynamic environments and navigate uncertainty (Onasanya, 2024; Liangxing, Leven, Zheng , Piyush Sharma &, Leung; 2024; Najimul, Agus, Makaryanawati, 2024;

Entrepreneurship education places a strong emphasis on the development of critical thinking skills in addition to the technical aspects of launching and running a business. Entrepreneurship Education involves formal method of imparting entrepreneurial competencies, including skills, mental awareness, and business strategies, to individuals with a focus of starting a business of their own and manage it to growth and beyond (Agbonna, 2021). It has been identified as a crucial aspect of economic growth and development leading to the establishment of enterprises, job creations, wealth generation and proper utilization of a country's resources. Entrepreneurial education is a set of systematic teaching which help students to identify, evaluate, and pursue enterprise creating prospects while developing entrepreneurial skills. It focuses on risk-taking, strategic thinking, informed decision-making, creativity, and innovation. As posited by Oyebanjo Obadofin, Enitinwa, Oliseyenum & Ajayi, (2024). The objective of entrepreneurship education in higher education is to cultivate students' entrepreneurial mindset through various methods, including instruction, apprenticeships, social connections, and familial support. Start-ups are used to guide students through project phases, honing their entrepreneurial skills, and establishing a favorable business environment. The program emphasizes creativity, invention, critical thinking, and decision-making, essential for adapting to the job market during the fourth industrial revolution.

Digital Pedagogy and Entrepreneurship Education

There are new developments in learning theories and educational research which has shown that technology has great potential in teaching and learning of Entrepreneurship Education (Cheung, 2023; Boldyreva, Kraus & Kraus (2019; Odeyemi, 2024). The global wave requires educators and researchers of Entrepreneurship Education to digitally position them for relevance in the digital-driven world. Future entrepreneurs who are present undergraduates need to move with the trend of the global wave with the integration of digital approaches in relation to entrepreneurship practices in essence entrepreneurs are expected to be digitally compliant in today's interconnected and digitized world, the importance of digital transformation cannot be overemphasized. It has become very important for entrepreneurship success, entrepreneurship

agility, responsive to market changes, and competitiveness. Digital transformation empowers enterprises to harness the power of data, embrace automation, and capitalize on emerging technologies like artificial intelligence and cloud computing (Aldoseri, Al-Khalifa & Hamouda, 2023, Alliouli & Mourdi, 2023, Maheshwari, 2019). The ability to navigate and leverage digital advancements is a determining factor for a business's ability to thrive in the global business landscape.

Digital items such as Blockchain, Fintech, Artificial intelligence, machine learning, robotics, the internet of things, 3D printing, and virtual reality are changing the world. When applied individually, each of the above technologies will disrupt and revolutionize well-established industries and organizational structures over time. Accounting and financial firms are using blockchain and AI to differentiate their products and services and cut costs. Through their applications, robotics and machine learning are affecting manufacturing quality control and supply chain management. Companies that excel at incorporating digitalization to boost consumer engagement will prosper. Recent research studies have concluded that traditional methods of teaching entrepreneurship education is not adequate rather innovative methods of teaching like simulations games etc should be introduced to the teaching process (Agbonna, Magaji, & Asikhia, 2019; Al Harazi, Tian, Shah, Al Harazi, Alwan & Amer, 2023).

The essence of entrepreneurship necessitates that students exhibit innovation, take initiative, and make independent decisions, whereas conventional educational environments primarily instruct students to adhere to established regulations. This underscores the necessity of adopting the new digital economy and cultivating essential digital skills to effectively integrate information with traditional entrepreneurship education methodology. Consequently, the advancement of both conventional and digital entrepreneurship education is essential for any economy, as traditional skills alone cannot bridge the gap in this digitally immersed environment. A significant transformation in the school system is necessary. Educators in Entrepreneurship Education must actively encourage their students' entrepreneurial career options by equipping them with the requisite entrepreneurial and digital skills, thereby preparing them for the evolving landscape. A poll executed by the Gallup and Strada Education Network in 2017 captured the perspectives of over 32,000 students from 43 randomly chosen four-year colleges. Only one third (34%) of students feel adequately equipped with the necessary abilities for effective job acquisition, whereas around half (53%) believe their major will result in a favorable employment outcome (Atrup, Diawati, Syamsuri, Pramono, & Ausat, 2023).

The World Economic Forum (2016) indicated that significant reforms in education are essential to guarantee future student employability, encompassing chances for self-employment as well as positions that have yet to be created. Moreover, institutions should acknowledge that they are instructing a generation of digitally proficient students. Moreover, contemporary students are accustomed to prompt responses, require continuous involvement, and perceive themselves as proficient in ICT skills, while simultaneously holding elevated expectations regarding technology. Significant technological and social advancements necessitate substantial modifications in the education system and the methodologies employed in student instruction (Nwokolo, Eyime, Obiwulu, & Ogbulezie, 2023).

Given the swift proliferation of digital technology, the acquisition of digital skills by individuals is crucial, among other talents. The prevailing trends in the labor market at present are digitalization and cross-platformization. Put simply, proficiency in utilizing digital technologies provided by Industry 4.0 is increasingly becoming a permanent and essential requirement for

most fields of expertise, such as end-to-end or cross-platform (Odeyemi, Noluthando, Falaiye, Ajayi-Nifise, & Daraojimba, 2024). The distinctiveness of digital competences consists in their ability to enable persons to gain abilities in several other domains more efficiently (e.g., language acquisition, academic topics, professions, etc.). In the same vein, the integration of technology in various facets of the entrepreneurial realm, including the accessibility of information, virtual business simulations, global collaboration, and digital marketing, has emerged as a prominent catalyst for the improvement of skills and knowledge. By successfully overcoming challenges and strategically leveraging digital technologies, entrepreneurship education may continue to produce ambitious entrepreneurs who are well-equipped to face future issues.

Theoretical Review

This research endeavor is propelled by the theory of entrepreneurial event as its primary motivating factor. Shapero and Sokol (1982) state that the persons who advocate for the entrepreneurial event paradigm are the ones who are present at the event. To shed light on the processes that are responsible for the occurrence of entrepreneurial activities is the purpose of this model, which aims to do this. The findings of Kollmann and Kuckertz are as follows. In accordance with the model of new venture initiation that was developed by Shapero, there are two factors that must be taken into consideration before deciding whether or not to start a new business. The founders of a new firm should first and foremost acknowledge that they have "credible" objectives of creating their own business. This indicates that they have genuine aspirations of being business owners instead of just being business owners. The launch of a new endeavor necessitates the availability of an opportunity that is not only credible but also appealing. In addition, the creation of a new company is dependent on the occurrence of a certain triggering event, which is also known as a "precipitating" or "displacing" event in certain circles. This event is necessary for the formation of a new firm. Simply defined, credibility necessitates a minimal degree of recognized feasibility and desirability, in addition to a willingness to act on the opportunity that has been offered. This is the only way to ensure credibility. The degree to which an individual considers the idea of commencing a business initiative appealing is what is meant by the term "perceived desirability," as according to the definition that was offered by Shapero and Sokol.(1982) It is referred to as the perceived feasibility of undertaking such an activity, and it is the degree to which an individual believes that they are competent of entering into a business venture. A person's "propensity to act" refers to their intrinsic predisposition or tendency to follow through and take action based on their own decisions. This predisposition or tendency is present in every human. This statement is referring to the expression of one's volitional intentions, which will be discussed more below. To be more specific, the expression "I will do it" is a representation of the intention to carry out a specific action at some point in the long-term future. The first path encompasses a variety of unpleasant experiences, including but not limited to being fired from a job, being insulted, experiencing anger, being bored, approaching the age of middle age, getting divorced, or becoming a widow. It is common for the second path to be associated with transitional periods, such as the completion of high school, polytechnic, college, or university; the conclusion of military service; or the release from incarceration. These are all instances of times that are transitional in nature. There are good effects that come from partners, mentors, investors, or customers, which is what differentiates the third group from the others. The legitimacy of the available options and the motivation to act are two determining variables in the complete execution of an activity.

3.0 METHODOLOGY

This study uses a literature review method. The study uses a qualitative approach to analyze and evaluate data, including text. A qualitative literature evaluation was used to acquire, analyze, and incorporate pre-existing knowledge about digital pedagogy's impact on entrepreneurship education. This purpose assumed the review would gather, assess, and apply this knowledge. Data from relevant sources were used for this investigation. These sources included books, research articles, and scientific journals. Since the data spans 2000- 2023, the researcher can investigate and analyze many developments, trends, and modifications. Digital pedagogy, entrepreneurial education, and a mix of the above keywords were used to ensure a successful research search. The first reference collection has 65 articles. The researcher used only 35 reliable and relevant sources for this investigation. This was done following comprehensive screening of all data. Qualitative literature reviews allow researchers to better describe and characterize complicated and multidimensional subjects (Elo et al., 2014). Because the qualitative method allows qualitative study. Using this strategy makes it easy to include a wide variety of information sources and perspectives, which increases the breadth of the research and strengthens the findings' trustworthiness. A thorough search for relevant information, careful textual analysis, and systematic classification of significant research data were all part of the data collection approach. In the next steps, the author will compare the findings from different sources, organize the data methodically, and identify repeating patterns, themes, and trends.

4.0 DISCUSSION

Digitization afford entrepreneurship educators the ability to present a global landscape from the shore of the four walls of the class room. Embedded in it are a number of significant benefits in particular by engaging students more closely and teaching process improvement as a whole. Indicating that new innovative multidisciplinary approaches with the use of digital tools in the teaching of entrepreneurship are important. Entrepreneurship educators ought to adopt a comprehensive strategy that integrates growing digital competencies, including communication and digital pedagogy, which target essential domains. The emergence of digital technology has resulted in a more individualized approach in the field of entrepreneurship education. Entrepreneurship Educators can use data analytics and machine learning approaches to identify and assess the specific strengths and weaknesses in an individual's learning process (Al Shaher, Yanzhe & Zreik, (2023). This allows for the adaptation of educational programs to meet the specific learning needs of individual students, hence improving the effectiveness of their development of entrepreneurial skills. However, despite the myriad benefits linked to digital technology, it is crucial to recognize and address certain challenges. The digital divide may restrict the accessibility of entrepreneurship education, as not all individuals have equal access to these resources (Alliouli & Mourdi, 2023). Furthermore, an excessive reliance on technology has the potential to reduce opportunities for social interaction and impede the cultivation of creativity that can be nurtured through traditional in-person educational experiences. The application of digital technologies has greatly revolutionized the field of entrepreneurship education (Nwokolo, et.al., 2023).

5.0 Conclusion and Recommendations

In light of the digital revolution, which engenders significant consequences through transformative change, it is essential for entrepreneurship educators to adopt these changes and restructure curricula to incorporate digital capabilities as a pedagogical approach in entrepreneurship education. Educational institutions must undergo change by developing new programs to ensure that our graduates are globally pertinent in entrepreneurial endeavors. The case for developing a digital pedagogy in a teacher's repertoire is persuasive. The prevalence of digital technologies in our lives has been steadily increasing in recent years and our understanding of how we should be teaching and how students learn best has been constantly

evolving. Perhaps one of the strongest reasons a digital pedagogy is needed is the impact digital technologies have on student engagement and motivation. Learning is viewed more positively and hence learning outcomes are often easier to achieve due to the added element of digital technologies. It is a simple idea: students enjoy using digital technologies in their lives outside of school and so come to school with a predisposition towards digital technologies. Lesson or learning experiences that include such tools are viewed more positively.

Digital pedagogies offer pedagogical potential, enhancing educational activities, fostering student independence, personalizing learning, raising visibility, facilitating the ability to arrange prompt and feedback, improving the objectivity of evaluating academic performance, and optimizing teacher workload. It is worthy to note that blending traditional and contemporary methods in the entrepreneurship education would create a more dynamic and inclusive learning environment that meets the diverse needs of entrepreneurship education which calls for reformulation of government policies in order to play a pivotal role in advancing digital literacy in higher education in Nigeria which will aid the teaching of entrepreneurship skills towards life-long learning . In the same vein it will aid the paradigm shift in the minds of educators and policy makers focusing on digital pedagogies focus curriculum in entrepreneurship.

The study therefore recommends that efforts should be geared towards the formulation of policies targeted towards an adoption of appropriate pedagogies in teaching entrepreneurship to promote the global relevance of Nigeria graduates in entrepreneurship practices.

Ensuring consistent internet access, providing adequate training for educators, and maintaining up-to-date digital infrastructure. is essential to fully realize achieve the potential of digital education in Nigeria. The government policies on digital literacy in higher education are crucial for advancing the educational landscape in Nigeria so focusing on infrastructure, capacity building, and equitable access, these policies to pave way for a more inclusive and innovative educational system. As the digital age continues to evolve, it is imperative to adapt and enhance these policies to meet the changing needs of students and educators. The advancement of digital pedagogies will facilitate entrepreneurship students' participation in open and flexible learning environments that foster creativity. Digital tools will facilitate novel methods for effectively engaging with clients and co-creating value. As previously mentioned, these competencies necessitate innovative university curriculum models that include digital skills into entrepreneurial education. Measures should also be mounted to Up-skill entrepreneurship educators on the use of digital pedagogies, collaborating with Professional associations in digitalization, and be ethical in its adoption viz responsible use, safeguarding data privacy, and exhibiting courteous behavior within digital contexts.

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