



INFLUENCE OF DIGITAL TRANSFORMATION ON MANAGEMENT EDUCATION AND ENTREPRENEURIAL SKILLS FOR YOUTH EMPOWERMENT IN KOGI STATE

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ABSTRACT

This study examined the influence of digital transformation on management education and entrepreneurial skills for youth empowerment in Kogi State. The study was guided by two objectives, which focused on the relationship between digital transformation and management education, as well as entrepreneurial skills. A descriptive survey research design was adopted. The population consisted of 39,721 students in tertiary institutions in Kogi State, while a sample of 200 respondents was selected using simple random sampling technique. Data were collected using a structured questionnaire and analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Pearson Product Moment Correlation). The findings revealed that digital transformation has a strong and significant relationship with management education for youth empowerment in Kogi State ($r = 0.731, p < 0.05$). It was also found that digital transformation has a moderate but significant relationship with entrepreneurial skills for youth empowerment ($r = 0.531, p < 0.05$). The study therefore rejected both null hypotheses and accepted that digital transformation positively influences both management education and entrepreneurial skills. The results further showed that digital tools such as online learning platforms and ICT resources improve students' understanding, creativity, decision-making, and business development abilities. However, the study noted that the full benefits of digital transformation are not yet fully achieved due to limited access and implementation challenges. The study concluded that digital transformation plays an important role in youth empowerment by improving education and entrepreneurial skills. It recommended that government and educational institutions should strengthen digital infrastructure and train teachers on effective use of digital tools to enhance learning outcomes.

KEYWORDS: Digital Transformation, Management Education, Entrepreneurial Skills, Youth Empowerment

INTRODUCTION

Youth empowerment has become a major concern globally because many young people lack the skills needed to succeed in today's economy. One important way to empower youth is through the development of entrepreneurial skills and improved management education, which help individuals create jobs and manage businesses effectively. Studies have shown that entrepreneurship education increases students' confidence, creativity, and ability to start businesses, especially when supported with modern learning approaches (Martínez-Gregorio et al., 2021; Wang et al., 2023). However, despite these benefits, many young people, particularly in developing regions, still face unemployment and underemployment due to limited access to practical and skill-based education. This situation makes it necessary to improve how management education is delivered to better support youth empowerment.

At the global level, there has been a shift toward using digital transformation to improve education and skill development. Digital technologies such as online learning platforms, simulation tools, and virtual collaboration systems are now widely used to

enhance teaching and learning processes. Research shows that digital transformation improves learning outcomes, encourages innovation, and strengthens entrepreneurial intentions among students (Lesinskis et al., 2023; Kusumaningtyas, 2025). In many developed and emerging economies, digital tools have been integrated into management and entrepreneurship education to make learning more practical and accessible. These approaches have helped students gain real-world skills and prepare for digital business environments. Despite this progress, not all regions have fully adopted these innovations, create a gap in skill development.

In Africa, and particularly in Nigeria, efforts have been made to promote entrepreneurship education and youth empowerment through policies and programs. Digital entrepreneurship is gradually gaining attention as a way to reduce unemployment and promote economic inclusion (Apeh et al., 2023; Chiamogu & Chiamogu, 2025). Some institutions have introduced e-learning systems and digital training initiatives, but the level of implementation remains uneven. Many schools still rely on traditional teaching methods, which limit students' ability to develop practical entrepreneurial skills. In addition, challenges



such as poor infrastructure, limited access to digital tools, and inadequate training for educators have slowed down the effective use of digital transformation in management education (Deinibiteim, 2026).

Although previous studies have examined digital transformation and entrepreneurship education, there is still limited understanding of how these elements specifically influence management education and entrepreneurial skills for youth empowerment in local contexts. What is known is that digital tools can improve learning and skill development, but what remains unclear is how effectively they are being used in specific study areas and their real impact on youth empowerment outcomes. Therefore, this study seeks to fill this gap by examining the influence of digital transformation on management education and entrepreneurial skills. It will provide insights into current practices, identify existing challenges, and suggest ways to improve the use of digital technologies to better empower young people.

Statement of the Problem

In an ideal situation, management education should equip young people with practical entrepreneurial skills that enable them to create jobs, manage businesses effectively, and contribute to economic development. With the rise of digital transformation, learning is expected to be more interactive, skill-based, and aligned with modern business realities. Students should have access to digital tools, online platforms, and innovative teaching methods that enhance creativity, problem-solving, and business development skills. This would lead to increased youth empowerment, reduced unemployment, and improved economic participation. However, the reality in many parts of Nigeria shows that this ideal has not been fully achieved. Many institutions still rely on traditional teaching methods with limited use of digital technologies, which restricts students' exposure to practical entrepreneurial skills. As a result, many graduates lack the competence and confidence to start or manage businesses, leading to unemployment and low productivity among youth. This situation creates a gap, as the actual influence of digital transformation on management education and entrepreneurial skill development has not been fully explored in the study area. Without clear understanding and evidence, it becomes difficult to design effective strategies that can improve learning outcomes and truly empower young people.

Purpose of the Study

The aim of the study is to examine the influence of digital transformation on management education and entrepreneurial skills for youth empowerment in Kogi State. The specific objective is to;

- i. Examine the influence of digital transformation on management education for youth empowerment in Kogi State
- ii. Find out the influence of digital transformation on entrepreneurial skills for youth empowerment in Kogi State

Research Questions

The following questions guides the study;

- i. What is the relationship between digital transformation and management education for youth empowerment in Kogi State?
- ii. What is the relationship between digital transformation and entrepreneurial skills for youth empowerment in Kogi State?

Hypotheses

The following hypotheses were tested at 0.05 level of significant;
Ho₁: There is no significant relationship between digital transformation and management education for youth empowerment in Kogi State

Ho₂: There is no significant relationship between digital transformation and entrepreneurial skills for youth empowerment in Kogi State

LITERATURE REVIEW

Digital Transformation

Digital transformation refers to the use of digital technologies to improve how organizations operate, deliver services, and create value. In the context of education, it involves the integration of tools such as online learning platforms, virtual classrooms, mobile applications, and data systems into teaching and learning processes. This shift moves education from traditional, teacher-centered methods to more flexible, student-centered approaches. It allows learners to access information easily, collaborate with others, and develop practical skills needed in the modern world (Broekhuizen et al., 2021). In management and entrepreneurship education, digital transformation plays a key role in improving how knowledge and skills are delivered. It supports interactive learning through simulations, digital business tools, and real-life case studies. Students can now learn how to manage businesses, analyze data, and develop business ideas using digital platforms. This helps to build entrepreneurial skills such as innovation, problem-solving, and decision-making. Studies show that the use of digital tools in education increases students' interest in entrepreneurship and prepares them for digital business environments (Lesinskis et al., 2023; Kusumaningtyas, 2025). Globally, digital transformation has become an important part of education systems, especially in developed and emerging economies. Many institutions have adopted e-learning systems, blended learning, and digital collaboration tools to improve teaching and learning outcomes. These changes have made education more accessible and relevant to current economic needs. In Africa, digital transformation is gradually being introduced, with efforts to use technology to improve education and empower youth. However, the level of adoption is still developing compared to other regions (Bulto et al., 2025). Despite its benefits, digital transformation in education also faces several challenges, especially in developing countries like Nigeria. Issues such as poor internet access, lack of digital infrastructure, and limited training for teachers affect its full implementation. As a result, many students are not able to fully benefit from digital learning opportunities. This shows that while digital



transformation has the potential to improve management education and entrepreneurial skills, there is still a need to strengthen its application to achieve better outcomes for youth empowerment (Deinibiteim, 2026).

Management Education

Management education refers to the process of teaching students the knowledge, skills, and attitudes needed to manage organizations, businesses, and resources effectively. It focuses on areas such as planning, organizing, leadership, decision-making, and problem-solving. In today's world, management education is not only about theory but also about developing practical skills that can help students function well in real business environments. It is designed to prepare individuals to become managers, entrepreneurs, and leaders who can contribute to economic growth and development (Broekhuizen et al., 2021). In recent years, management education has expanded to include entrepreneurship training, which helps students learn how to start and manage their own businesses. This has become important due to the rising level of unemployment, especially among young people. Through management education, students are taught how to identify business opportunities, manage risks, and apply innovative ideas. Research shows that entrepreneurship education within management studies improves students' confidence and increases their intention to become entrepreneurs (Wang et al., 2023; Martínez-Gregorio et al., 2021).

Globally, management education has continued to evolve with the introduction of digital technologies and modern teaching methods. Many institutions now use online learning, simulations, and collaborative tools to make learning more engaging and practical. These methods help students develop critical thinking and problem-solving skills needed in today's fast-changing business environment. In addition, digital transformation has made management education more flexible and accessible to a wider group of learners across different regions (Lesinskis et al., 2023; Kusumaningtyas, 2025). In developing countries like Nigeria, management education is recognized as an important tool for youth empowerment and economic development. However, its effectiveness is often limited by challenges such as outdated teaching methods, lack of practical exposure, and inadequate use of digital tools. While some efforts have been made to improve the system, there is still a need to strengthen management education to better equip students with relevant entrepreneurial and managerial skills. Improving the quality and delivery of management education will help young people become more productive and self-reliant (Deinibiteim, 2026).

Entrepreneurial Skills

Entrepreneurial skills refer to the abilities and knowledge that enable individuals to identify business opportunities, start new ventures, and manage them successfully. These skills include creativity, innovation, risk-taking, decision-making, communication, and problem-solving. Entrepreneurial skills are important because they help individuals to become self-reliant and contribute to economic growth. In the context of youth

empowerment, these skills enable young people to create jobs for themselves and others, rather than depending only on paid employment (Wang et al., 2023). Entrepreneurial skills are often developed through education and training, especially through management and entrepreneurship education programs. Such programs teach students how to generate business ideas, prepare business plans, and manage resources effectively. They also help students build confidence and develop a positive attitude toward starting a business. Research has shown that students who receive entrepreneurship education are more likely to develop strong entrepreneurial intentions and the ability to succeed in business (Martínez-Gregorio et al., 2021).

Globally, there is growing recognition of the importance of entrepreneurial skills in addressing unemployment and promoting innovation. Many countries have introduced programs that focus on practical learning, including the use of digital tools and real-life business simulations. Digital transformation has further enhanced the development of these skills by providing access to online resources, mentorship, and virtual business environments. These approaches have made it easier for young people to learn and practice entrepreneurship in a more flexible and engaging way (Lesinskis et al., 2023; Kusumaningtyas, 2025).

In Nigeria and other developing countries, entrepreneurial skills are seen as a key solution to youth unemployment and poverty. However, many young people still lack these skills due to limited access to quality education and practical training opportunities. Although some initiatives have been introduced to promote entrepreneurship, challenges such as inadequate infrastructure, poor implementation, and limited digital access reduce their effectiveness. This shows the need for stronger efforts to improve the development of entrepreneurial skills, especially through the integration of digital technologies in education (Apeh et al., 2023; Deinibiteim, 2026).

Youth Empowerment

Youth empowerment refers to the process of equipping young people with the skills, knowledge, confidence, and opportunities they need to improve their lives and contribute to the society. It involves helping youth to become independent, make informed decisions, and actively participate in economic and social activities. Youth empowerment is important because it reduces unemployment, poverty, and social problems, while promoting national development. When young people are empowered, they are more likely to become productive and responsible members of society (Deinibiteim, 2026). One major way to achieve youth empowerment is through education, especially management and entrepreneurship education. These forms of education help young people to develop entrepreneurial skills, such as innovation, creativity, and problem-solving. With these skills, youth can start and manage their own businesses, thereby creating employment opportunities for themselves and others. Studies show that entrepreneurship education plays a significant role in increasing students' confidence and willingness to engage in business activities (Wang et al., 2023; Martínez-Gregorio et al., 2021).



Globally, youth empowerment has gained attention as governments and organizations seek solutions to rising youth unemployment. Many countries have introduced programs that focus on skill development, digital learning, and innovation. Digital transformation has further improved youth empowerment by providing access to online education, digital tools, and global markets. These opportunities allow young people to learn new skills, connect with others, and explore business ideas in a flexible and modern way (Lesinskis et al., 2023; Kusumaningtyas, 2025). In Nigeria, youth empowerment remains a key priority due to the high rate of youth unemployment and underemployment. Various initiatives have been introduced to support young people through skill acquisition and entrepreneurship programs. However, many of these efforts face challenges such as limited resources, poor implementation, and lack of access to digital technologies. As a result, many young people are still unable to fully benefit from empowerment programs. This highlights the need to strengthen youth empowerment strategies, especially by improving education and integrating digital transformation to achieve better outcomes (Apeh et al., 2023; Chiamogu & Chiamogu, 2025).

METHODOLOGY

This study adopted a descriptive survey research design. This design was appropriate because it allowed the researcher to collect data from a large group of respondents and describe the relationship between digital transformation, management education, and entrepreneurial skills for youth empowerment. It also helped in gathering opinions, attitudes, and experiences of respondents in a systematic way. The study was carried out in Kogi State, Nigeria. Kogi State is located in the North-Central region of Nigeria and has a growing number of higher institutions and youth populations. The state was suitable for this study because of the increasing need for youth empowerment and the gradual adoption of digital technologies in education. The

population of the study consisted of students in tertiary institutions in Kogi State with a total number of 39,721 students, especially those studying education-related courses. These students were chosen because they are directly involved in management education and are expected to develop entrepreneurial skills for future employment and self-reliance.

A sample size of 200 respondents was selected from the population. The study used a simple random sampling technique to ensure that every student had an equal chance of being selected. This method helped to reduce bias and ensured that the sample represented the population. The main instrument for data collection was a structured questionnaire designed by the researcher. The questionnaire contained sections that covered digital transformation, management education, entrepreneurial skills, and youth empowerment. Responses were measured using a Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). To ensure the reliability of the instrument, a pilot test was conducted using a small group of respondents outside the main sample. The data collected were analyzed using Cronbach's Alpha to check the internal consistency of the questionnaire. A reliability coefficient of 0.70 or above was considered acceptable. Data were collected through direct administration of questionnaires to the respondents. The researcher personally distributed and collected the questionnaires to ensure a high response rate and to clarify any questions respondents might have had.

The data collected were analyzed using descriptive and inferential statistics. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to answer the research questions. For testing the hypotheses, Pearson Product Moment Correlation (PPMC) was used to determine the relationship between the variables. All hypotheses were tested at a 0.05 level of significance.

RESULTS

Research Question One: What is the relationship between digital transformation and management education for youth empowerment in Kogi State?

Table 1: Analysis the mean and standard deviation on the relationship between digital transformation and management education for youth empowerment

S/N	ITEM	SA	A	D	SD	X	St.d	Remark
1	Digital learning tools improve the understanding of management education among students.	130 65%	52 26%	10 5%	8 4%	3.52	.769	Accepted
2	Online learning platforms make management education more effective and accessible.	144 72%	37 18.5%	11 5.5%	8 4%	3.58	.772	Accepted
3	The use of digital technology enhances teaching and learning in management courses.	55 27.5%	91 45.5%	31 15.5%	23 11.5%	2.89	.939	Accepted
4	Digital transformation helps students develop better management decision-making skills	28 14%	125 62.5%	41 20.5%	6 3%	2.87	.672	Accepted
5	Exposure to digital learning increases students' readiness for leadership and management roles.	141 70.5%	54 27%	0 0%	5 2.5%	3.65	.614	Accepted
	Cluster Men					3.34	.749	Accepted

Source: Field Survey, 2026



The results in Table 1 show the responses on the relationship between digital transformation and management education for youth empowerment in Kogi State. The mean scores of all the items range from 2.87 to 3.65, which are above the benchmark of 2.50. This means that most respondents agreed that digital transformation has a positive influence on management education. For example, respondents agreed that digital learning tools improve understanding, online platforms make learning more accessible, and exposure to digital learning increases readiness for leadership roles. The cluster mean of 3.34 also shows a general agreement among respondents that digital transformation supports management education for youth

empowerment. The implication of these findings is that digital transformation plays an important role in improving the quality and effectiveness of management education in Kogi State. It helps students to learn better, develop decision-making skills, and prepare for leadership positions. However, some items had lower mean scores, which suggests that not all aspects of digital transformation are fully effective or evenly applied in the study area. This indicates that while digital tools are beneficial, there is still room for improvement in their use to fully enhance management education and achieve stronger youth empowerment outcomes.

Research Question Two: What is the relationship between digital transformation and entrepreneurial skills for youth empowerment in Kogi State?

Table 2: Analysis the mean and standard deviation on the relationship between digital transformation and entrepreneurial skills for youth empowerment

S/N	ITEM	SA	A	D	SD	X	St.d	Remark
1	Digital tools help students develop innovative entrepreneurial ideas.	48 24%	89 44.5%	49 24.5%	14 7%	2.86	.865	Accepted
2	Online business platforms improve students' entrepreneurial skills and creativity	26 13%	125 62.5%	35 17.5%	14 7%	2.81	.744	Accepted
3	Digital transformation increases students' ability to identify business opportunities.	141 70.5%	54 27%	0 0%	5 2.5%	3.65	.614	Accepted
4	ICT-based learning improves students' problem-solving skills in entrepreneurship	102 51%	98 49%	0 0%	0 0%	3.51	.501	Accepted
5	Access to digital resources encourages students to start and manage small businesses.	33 16.5%	128 64%	0 0%	39 19.5%	2.97	.601	Accepted
	Cluster mean					3.16	.665	Accepted

Source: Field Survey, 2026

The results in Table 2 present the responses on the relationship between digital transformation and entrepreneurial skills for youth empowerment in Kogi State. The mean scores of the items range from 2.81 to 3.65, which are all above the accepted benchmark of 2.50. This shows that respondents generally agreed that digital transformation has a positive relationship with entrepreneurial skills. Most respondents agreed that digital tools help students develop innovative business ideas, improve creativity, increase ability to identify business opportunities, and enhance problem-solving skills in entrepreneurship. The cluster mean of 3.16 also confirms a general agreement that digital transformation supports the development of entrepreneurial skills

among students. The implication of these findings is that digital transformation plays a significant role in improving entrepreneurial skills for youth empowerment in Kogi State. It helps students to think creatively, identify business opportunities, and develop the confidence needed to start and manage small businesses. However, some items recorded slightly lower mean scores, showing that not all students are fully benefiting from digital tools in developing entrepreneurial skills. This suggests that while digital transformation is useful, its full impact is not yet fully achieved in the study area, and there is still need for better implementation and access to digital learning resources.

Hypothesis One: There is no significant relationship between digital transformation and management education for youth empowerment in Kogi State?

Table 3: Relationship between digital transformation and management education for youth empowerment

Variable	Mean	SD	N	Df	r-cal	p	Remark
Digital Transformation	35.60	17.23	200	198	.731	.000	Significant
Management Education	30.85	15.36					



The result in Table 3 shows the relationship between digital transformation and management education for youth empowerment in Kogi State. The correlation coefficient (r -cal) is 0.731, which shows a strong positive relationship between the two variables. This means that as digital transformation increases, management education also improves among students. The p -value of 0.000 is less than the 0.05 level of significance, which indicates that the relationship is statistically significant. Therefore, the null hypothesis which states that there is no significant relationship is rejected. The implication of this finding

is that digital transformation has a strong and meaningful influence on management education for youth empowerment in Kogi State. It shows that the use of digital tools such as online learning platforms and ICT resources helps to improve how students learn management-related courses. This also means that students are better prepared for leadership and managerial roles when digital technologies are properly integrated into their education. However, it also suggests that further improvement in digital learning systems will likely lead to even better outcomes in management education and youth empowerment.

Hypothesis Two: There is no significant relationship between digital transformation and entrepreneurial skills for youth empowerment in Kogi State?

Table 4: Relationship between digital transformation and entrepreneurial skills for youth empowerment

Variable	Mean	SD	N	Df	r-cal	P	Remark
Digital Transformation	34.96	18.17	200		.531	.000	Significant
Entrepreneurial Skills	30.71	14.89		198			

The result in Table 4 shows the relationship between digital transformation and entrepreneurial skills for youth empowerment in Kogi State. The correlation coefficient (r -cal) is 0.531, which indicates a moderate positive relationship between the two variables. This means that an increase in digital transformation is associated with an improvement in entrepreneurial skills among students. The p -value of 0.000 is less than the 0.05 level of significance, showing that the result is statistically significant. Therefore, the null hypothesis which states that there is no significant relationship is rejected. The implication of this finding is that digital transformation plays an important role in developing entrepreneurial skills for youth empowerment in Kogi State, although the relationship is not very strong. It suggests that digital tools and ICT-based learning help students to improve creativity, business awareness, and problem-solving abilities needed for entrepreneurship. However, the moderate level of relationship also shows that digital transformation alone is not enough, and other factors such as quality teaching, access to resources, and practical training are also needed to fully develop strong entrepreneurial skills among students.

hypothesis was rejected, confirming a significant positive relationship. This means digital transformation greatly enhances management education for youth empowerment. Which Is in accordance with Lesinskis et al. (2023) found that the use of digital tools such as online learning platforms significantly improves students' understanding of entrepreneurship and management-related courses. Their study showed that digital transformation strengthens learning outcomes and increases students' readiness for leadership and managerial roles. Also, Wu et al. (2021) reported that digital transformation in education enhances organizational learning, decision-making skills, and academic performance. The study confirmed a strong positive relationship between digital integration and improved management education outcomes, especially when digital tools are properly applied in teaching.

The result showed a strong and significant relationship between digital transformation and management education. The null hypothesis was rejected, confirming a significant positive relationship. This means digital transformation greatly enhances management education for youth empowerment. The findings is supported with the result of Kusumaningtyas (2025) found that digital transformation in entrepreneurship education improves students' creativity, innovation, and ability to identify business opportunities. However, the study also noted that the strength of the relationship depends on the level of access to digital tools and quality of implementation. Apeh et al. (2023) revealed that digital entrepreneurship programs positively influence youth entrepreneurial skills by improving problem-solving abilities and encouraging small business development. The study emphasized that while digital tools are useful, practical exposure and training are also needed to strengthen entrepreneurial competence.

Conclusion

Based on the findings of the study, it is concluded that digital transformation has a positive and significant relationship with management education for youth empowerment in Kogi State. The results showed that the use of digital tools such as online

FINDINGS

- The result showed a strong and significant relationship between digital transformation and management education. The null hypothesis was rejected, confirming a significant positive relationship. This means digital transformation greatly enhances management education for youth empowerment.
- The findings revealed a moderate but significant relationship between digital transformation and entrepreneurial skills. The null hypothesis was rejected, showing a meaningful connection. However, the relationship is not very strong, suggesting other factors also influence entrepreneurial skills development.

DISCUSSION OF FINDINGS

The result showed a strong and significant relationship between digital transformation and management education. The null



learning platforms and ICT resources improves students' understanding of management concepts, enhances decision-making skills, and prepares them for leadership roles. This means that when digital technologies are properly applied in education, they contribute greatly to improving the quality of management education. The study also concluded that digital transformation has a positive relationship with entrepreneurial skills for youth empowerment, although the relationship is moderate. The findings revealed that digital tools help students to develop creativity, identify business opportunities, and improve problem-solving abilities. However, the moderate level of relationship suggests that digital transformation alone is not enough to fully develop strong entrepreneurial skills among students. Overall, the study concludes that digital transformation is an important factor in improving both management education and entrepreneurial skills for youth empowerment in Kogi State. However, its effectiveness depends on how well it is implemented and supported with other learning strategies such as practical training and adequate access to digital resources.

Recommendations

- i. Government and educational institutions should improve the provision of digital infrastructure and learning tools in tertiary institutions to enhance effective teaching and learning of management education and entrepreneurial skills.
- ii. Teachers and educators should be trained on the use of modern digital technologies so they can effectively integrate them into teaching methods to improve students' learning outcomes and entrepreneurial development.

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