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FOSTERING ENTERPRENEURAL COMPETENCE THROUGH DIGITAL EDUCATION FOR GLOBAL MARKET PARTICIPATION

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***Abstract**: The general purpose of this work is to examined "Digital Education: in fostering entrepreneurship to enlarge global market" Digital education is an umbrella term for any "education that is conducted with digital technologies. Recent definition of entrepreneurship is that form of complex economic activity, organised in the form of a business and directed to the production and commercialisation of products and services while, Digital entrepreneurship, therefore, differs from traditional entrepreneurship in that the business is entirely or predominantly online, i.e. based on the use of the Internet and ICT. The paper also, discusses Concept of Digital Education, Digital Entrepreneurship vs. Traditional Entrepreneurship, The entrepreneurial process, and Benefits of Fostering Entrepreneurship into Global markets. Suggestions were made among which are: There is need entrepreneur to be computer literacy to be cope in digital global markets; entrepreneur should be computer knowledgeable enough before they can switch from traditional entrepreneurship to digital entrepreneurship; also, there is need to be awareness of online cybercrime in order not to fall victim, creating of subsidized hardware loan schemes to students and staff to acquire affordable tablets or laptops, Curriculum integration of practical computer science and digital literacy should be made compulsory from basic education to tertiary levels.*
Keywords: Digital Education, Entrepreneurship and Global Market

Introduction

Digital education is an umbrella term for any "education that is conducted at least partly in, with or through digital technologies. Digital education it is often referred to e-leaning and online used of digital technologies like computer, internet and educational software to support and enhance effective teaching and learning. It shifts focus from rigid classroom traditional physical practice but it is flexible and interactive learners' center. This is a deliberately broad definition that could encompass the use of technology in traditional classrooms, blended learning (which combines online and face-to-face instruction) and education that takes place entirely online." (Allan, 2019).

In the 21st century, digital technologies are often an unseen part of daily life, from online banking, social media and streaming services, to education or work-specific activities such as email, PowerPoint presentations, and PDF handouts. However, it is more obviously that digital technologies such as the Virtual Learning Environment (VLE), or creation or use of digital media resources, or adoption of pedagogical approaches specifically related to digital education things can feel a bit more daunting. Entrepreneurial activities, using exclusively the internet and digital technologies for their implementation, have developed considerably over the last two decades. Indeed, more and more young and innovative entrepreneurs are starting to enter this new sphere, which allows them to enter an important market in which business opportunities are innumerable (Hill, et al 2020).

Also, global market is the interconnected economic trading; it represents the gradual integration of national economies into a single worldwide market place driven by digital technology. Therefore, it is against, background that the paper will be examined Digital Education, fostering entrepreneurial in a global market.

Conceptual Clarification

Digital Education

Digital education is the incorporation and use of various digital technologies and tools in the educational environment to improve the learning experience and outcomes. It employs digital devices, software applications, and interactive content to facilitate the instructing and learning process. This strategy utilizes the capabilities of digital tools to make learning more engaging, individualized, and efficient.

Digital education have transformed many industries leading to a new era for entrepreneurship, altering industrial dynamics and becoming a key driver of regional industrial renewal and economic growth (Lee, 2020). Technological advancements and extensive applications of digital education have allowed entrepreneurs to enter mature industries with new forms of innovation. Frequently, dominant incumbent firms in mature industries, which are established firms usually constrained by legacy business models, need to reconfigure and renew their resources and operations and form new collaborations to respond to technological development (Miller, 2021). Digital education also require non-firm industry actors, such as governments and industry support organisations, to respond to the emerging new industry dynamics and the disruption to how value is created and captured.

Digital Education predominantly entails the use of smart classrooms, tablet-based digital libraries, learning tablets, and mobile applications related to education. The purpose of these tools is to provide students with access to a vast assortment of educational resources, interactive content, and activities that go beyond traditional textbooks and classroom instruction. To live, learn and work in a digital society, students need to develop the digital skills that employers want now, as well as the confidence and deeper-seated capabilities that will enable them to progress in their careers and adapt to emerging technologies (JISC, 2018).

Digital education provides many opportunities to engage learners, personalise learning experiences and widen access. It can make it easier for learners and educators to actively engage both with each other (e.g. through email, IM (instant messages), video chat, online forums, social media etc.) and with learning materials. However, digital education offers the following advantages:

Accessibility: Digital education opens up the opportunity to access education at a time and place of the learner's choosing and to control the pace of study. This can support lifelong learning and help to widen access. It can enable access for students with disabilities e.g. through use of text-to-speech, screen readers etc. Online and blended learning can also increase access to education among 'non-traditional' students: for example, those who live a long way from a university campus or have work or caring responsibilities.

Personalisation: The provision of learning materials in digital formats enables personalisation of the materials and / or the settings of the technology used to access them. This makes it easier for the learner to access and use the materials in the way that best supports their learning.

Flexibility: Digital technologies often provide affordances not available in other formats, including the ability to provide learning content in different formats or modes or languages, to interact synchronously and asynchronously with people across the world.

Authenticity: the contemporary global citizen needs to be able to engage with the digital world, so digital capabilities are now a key graduate attribute (Allan, 2019).

Entrepreneurship

According to the most recent definitions, entrepreneurship is that form of complex economic activity, organised in the form of a business and directed to the production and commercialisation of products and services. Digital entrepreneurship, therefore, differs from traditional entrepreneurship in that the business is entirely or predominantly online, i.e. based on the use of the Internet and ICT. The digital entrepreneur, in fact, is the one who creates and manages an online business, using the opportunities offered by the web, such as digital marketing or AI, to achieve his or her goals.

Entrepreneurship education is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully (Mopolola, 2012).

Entrepreneurship education is seen as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risk, and receiving the resulting rewards of monetary and personal satisfaction (Hisrich et al, 2017).

Entrepreneurship education is viewed as an attempt to create value through recognition of business opportunities, communicative, and management skills to mobilize human, financial and material resources necessary to bring a project to function (Koa and Stevenso, 2020).

Entrepreneurship education is the process of identifying, developing and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty (Usman, 2012).

On the other hand, an entrepreneur is someone who assumes the financial risk of beginning and managing a new venture. The venture can be based on totally new idea, new way of doing things, a new location, or attempting something no one else has done before. In other words, an entrepreneur is seen as a person who detects a previously untapped opportunity to make substantial profits (Mopolola, 2012)

The entrepreneurial process

Entrepreneurship, whether digital or traditional, is always explained as a process. Indeed, the entrepreneurial process usually involves analytically distinct elements, namely the emergence of the idea, the identification of business opportunities, the feasibility study, the search for and exploitation of financial resources and the construction of an organisational structure. In general, these stages do not follow each other in a linear fashion but overlap and feed into each other (Kiskis, 2011). At the level of digital entrepreneurship and although the containers remain relatively the same, the basic elements mentioned above are undergoing significant changes in their substance (Carrier et al, 2004).

Regarding the identification of opportunities, it is well documented that the online community is a breeding ground for entrepreneurial actions as users of digital technologies are motivated by the attention they receive from the community to develop new products for other users (Autio et al, 2013). Thus and in the context of intense interactions with their community, a large proportion of users of these technologies accidentally develop new products or services and become accidental entrepreneurs (Shah and Tripsas, 2007). This was explained by Jelonex (2015) who took the effect perspective and examined how social interactions, in particular social media interactions, effectively influence the formation of entrepreneurial opportunities. Carrier et al (2004) also argue that compared to more traditional entrepreneurial processes, digital entrepreneurs place significant emphasis on user needs analysis. Kollmann (2016) argues that digital companies are born with a desire to create value for both customers and shareholders. Digitalisation has thus limited the centralisation of the development and collection of entrepreneurial ideas to specific places or people, as it involves and engages a range of actors. This also finds continuity in other elements of the entrepreneurial process. Indeed, crowdfunding systems have been used, for example, to provide an organisational structure for diverse entities to come together and socially construct business opportunities. Furthermore, new digital infrastructures also influence the feasibility study stage. These allow, on the one hand, the rapid formation and implementation of product and business model ideas, and on the other hand, the modification and replication of these elements in repeated cycles of experimentation. This level of variability in entrepreneurial processes simplifies a non-linear deployment in time and space of such projects (Bashir and Olarewaju, 2006).

In terms of financial modelling, and in comparison with traditional entrepreneurship, the need for high initial investments at start-up for digital businesses is generally driven by the cost of customer acquisition and technology investments. Although these firms will tend to limit these investments by applying a

phased approach to the most important elements, substantial budgets for communication, product development, technology and infrastructure are still needed even after this phase, resulting in disruption periods of several years (Schmohl, 2001). However, it should also be pointed out that the digital space also makes it possible to start an entrepreneurial project at little or no cost. Existing global digital platforms, such as Ebay or Amazon, make it possible to set up e-shops within minutes and with virtually no fixed costs (Kiskis, 2011).

Global markets: refers to the interconnected economic trading activities—including goods, services, labor, and capital—that occur across international borders. It represents the gradual integration of national economies into a single worldwide marketplace driven by globalization, digital technology, and international trade policies (Retrieved online 28th May, 2026).

Global market is the system that allows commercial, financial and labor exchange between different countries without any type of restriction. Today, the economy moves in an interconnected way, so what happens in one country can affect another, so no one is isolated from an economic point of view. Therefore, according to international labor regulations, countries can establish economic and political agreements that encourage production between the parties involved through the exchange of human capital. This makes the global market a fundamental tool for the financial growth of companies and nations. (Global markets and Busienss centers, 2026).

Elements of the global market

There are several elements involved in the global market. Some of them are:

1. Exports of goods and services between countries: Exports and imports are the fundamental engine of countries, without them any nation would go bankrupt in no time. The global market establishes the regulations and the ideal scenario for two or more territories to do business with each other. For this purpose, there are a series of regulations stipulated by various organizations to ensure that none of the parties end up losing.

2. Flow of capital through credit and financing: In order to export or import goods, money is needed, and a lot of it. In fact, the amounts are often so high that countries often prefer to seek financing methods to facilitate the acquisition of raw materials. This is where the global market comes in, which, as we said, establishes the regulatory frameworks for the parties involved to carry out their exchange without anyone coming out on the losing end.

3. Transfer of human capital to another country: How many times has it happened that a company wants to take a professional to another country to take advantage of all his or her talent? Well, the global market intervenes to make this dream come true. We could call it an export of knowledge. Nowadays, there are several regulations that regulate the process of migration of a professional for work-related reasons.

4. Remittances: Financial crises are inevitable, so we must always be prepared for the most difficult times. However, there are nations that are more affected than others and that is where remittances appear. Remittances are the money sent by people from other countries to their nation of origin in order to help their relatives.

Benefits of Fostering Entrepreneurship into Global markets

Fostering entrepreneurship enlarges global markets by injecting disruptive innovation, creating new consumer demands, and integrating local economies into international supply chains. By expanding beyond domestic borders, startups achieve economies of scale, stimulate healthy cross-border competition, and distribute wealth globally. Therefore, it offers the following benefits:

1. Its operate in highly dynamic and competitive environments where innovation, speed, and adaptability are essential for survival and growth.
2. As globalization accelerates and digital technologies reduce geographic barriers, entrepreneurial ventures increasingly target global markets from inception.
3. Global entrepreneurship plays a vital role in shaping international business landscapes and promoting economic development worldwide.
4. Entrepreneurs introduce new products, services, and business models that address global market needs.

5. Innovation enables firms to differentiate themselves and compete effectively in international markets.
6. Entrepreneurial innovation contributes to productivity growth and technological advancement across economies. (Hill et al., 2022).

Challenges of Digital and Entrepreneurship Education in Tertiary Institutions in Nigeria

Digital education in Nigerian institutions faces severe challenges hindering the integration of digital education in Nigeria include:

1. **Infrastructure and Power**: Unstable electricity supply and lack of access to institutional broadband limit access to online learning, especially in rural areas.
2. **High Cost of Connectivity**: High mobile data tariffs and the exorbitant cost of institutional bandwidth make continuous internet access unaffordable for many students and educational boards.
3. **Funding and Resource Allocation**: Underfunded public universities and colleges struggle to procure digital learning materials (e.g., e-books, software), build ICT labs, or maintain existing technological equipment.
4. **Digital Literacy**: A significant gap in ICT proficiency exists among both educators and students, with many teachers relying on traditional teaching methods and lacking the technical skills to deliver effective online instruction.
5. **The Digital Divide**: Socio-economic inequality creates a vast disparity in access to personal computers, smartphones, and reliable internet networks, leaving students from disadvantaged backgrounds isolated from digital classrooms.
6. **Resistance to Change**: Institutional bureaucracy and attitudinal barriers have slowed down the paradigm shift from physical lectures to blended or fully digital teaching (retrieved online, 30th June, 2026).

Conclusion

Digital technologies have enabled the development of a new way of entrepreneurship in which traditional methods and forms of seeking and implementing entrepreneurial opportunities are increasingly being reshaped and challenged. In order to have better understanding the underlying issues of this new phenomenon, a contrast of the concepts related to this new phenomenon with those of the classical theories of traditional entrepreneurship was necessary. Global markets entrepreneurship plays a critical role in fostering innovation, competitiveness, and international business growth. This study highlights that fostering entrepreneurial ventures drive by global market integration and economic development. Entrepreneurs who leverage on digital technology and international networks enhance their chances of success. Ability to adapt to policy frameworks are essential for sustaining global entrepreneurial activity in an increasingly interconnected world.

Suggestion

The following suggestions are put forward to the entrepreneurial and institutional stakeholders:

1. Learn digital marketing: master tools like social media advertising and content creation to reach a global audience.
2. protect data: invest in strong cyber security measures to keep customer information and business flies safe.

3 Adapt and innovate: keep up with new technology trends such as artificial intelligence to stay ahead of competitors.

4. Understand the audience research customer needs and build a user-friendly online brand.
5. Install solar power systems in campuses to bypass unstable public electricity grids.
6. Creating of subsidized hardware loan schemes to students and staff to acquire affordable tablets or laptops.
7. Curriculum integration of practical computer science and digital literacy should be made compulsory from basic education to tertiary levels.

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