Embedding Digital Entrepreneurship into Traditional Curriculum: Challenges and Opportunities

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Abstract

Incorporating digital entrepreneurship into conventional curriculum has become essential in addressing the increasing needs of a technology-driven global economy. This study examined the obstacles and prospects of integrating digital entrepreneurship into educational systems, highlighting its ability to equip students for dynamic labour markets and promote innovation. The study utilized a mixed-methods research approach, focusing on 300 participants, including curriculum designers, school administrators, and instructors. A purposive sample of 100 participants was selected from the Gwagwalada and Kuje Area Councils, comprising 20 curriculum designers, 20 school administrators, and 60 instructors. Data were gathered with an 18-item structured questionnaire titled "Challenges and Opportunities of Digital Entrepreneurship in Traditional Curriculum Questionnaire (CODETCQ)," assessed on a four-point Likert scale. Validity and reliability were established via content validation, and a pilot study, and a Cronbach's alpha reliability coefficient of 0.70 was obtained. Descriptive and inferential statistics using SPSS version 25, identified significant obstacles including elevated internet access prices, insufficient funding, limited digital literacy among educators, poor digital resources and inconsistent power supply. The findings underscored the beneficial effects of instructing digital entrepreneurship on students' entrepreneurial mindsets and readiness for the digital economy, enhancing e-commerce knowledge, digital marketing competencies, and career prospects. Moreover, using digitally proficient educators, ensuring reliable internet connectivity, implementing training and retraining initiatives, and incorporating digital technologies into educational environments were seen as helpful resources. ANOVA analyses revealed no significant disparities in the viewpoints of curriculum designers, administrators, and teachers across the three research aspects, confirming a collective acknowledgment of difficulties, rewards, and strategies. The research highlights the necessity for focused investments and legislative measures to facilitate the effective incorporation of digital entrepreneurship education inside conventional classroom environments.

Keywords: Digital entrepreneurship, Curriculum integration, Entrepreneurial Mindset, Educational Innovation, Technology-Driven Economy

Introduction

The idea of digital entrepreneurship has become increasingly significant as technology continues to change the corporate landscape, signaling a move away from conventional company models towards technology-driven endeavours. E-commerce, digital marketing, and the creation of cutting-edge online platforms and technologies are all examples of digital entrepreneurship (Davidson & Vaast, 2021). The

need for educational institutions to increasingly look forward into ways to include digital entrepreneurship into their traditional curriculum in order to provide students the tools they need to succeed in a digitally driven economy has become inherent, However, the challenges of incorporating digital entrepreneurship into current educational frameworks and its successful implementation call for careful preparation and creative approaches. The increasing need for digital skills in the workforce is one of the main drivers for including digital entrepreneurship in traditional curriculum. According to 2020 World Economic Forum Research, more than 80% of future occupations would require digital skills, highlighting the need for a knowledgeable workforce about technology and digital business practices (World Economic Forum, 2020). Schools may assist students develop capabilities in areas like digital marketing, online platform management, data analytics and social media interaction by integrating digital entrepreneurship. This will prepare them for a variety of career choices and foster creativity (Kraus et al., 2019). As students acquire the flexible abilities required to succeed in a changing labour market, this move toward digital skill development also promotes lifelong learning.

Notwithstanding these advantages, there are significant obstacles to integrating digital entrepreneurship into conventional curriculum. The requirement for modern infrastructure and instructional materials is one major obstacle. Access to technology, such as computers, internet connectivity, and specialized software, is necessary for integrating digital entrepreneurship. This can be challenging, especially in developing nations and schools with little resources (Bashir & Miyake, 2022). Furthermore, there is a disconnect between the need for instruction on digital entrepreneurship and the supply of qualified teachers since educators frequently lack training in digital business principles (Li et al., 2021). Because of this teacher skill gap, educational institutions must fund professional development initiatives that give educators the skills and self-assurance they need to effectively instruct students in digital entrepreneurship.

Finding a balance between traditional curriculum content and digital entrepreneurship presents another difficulty. There is little opportunity to integrate new, interdisciplinary topics like digital entrepreneurship without reorganizing existing curriculum because many educational institutions are based on strict structures with predetermined subjects. To ensure that digital entrepreneurship education enhances rather than detracts from traditional learning objectives, the integration process necessitates a careful approach to curriculum design (Morselli, 2018). The problem of curriculum overload must also be addressed in schools because adding more subjects runs the risk of overwhelming both teachers and pupils, which could lower the overall efficacy of the educational process (Daniel, 2019). Nonetheless, there are a lot of advantages in incorporating digital entrepreneurship into conventional curriculum. It enables educators to implement project-based and experience learning, which is in line with entrepreneurial education. Students can use their academic knowledge in real-world situations by

developing and launching their digital company concepts through practical initiatives. It has been demonstrated that this experiential learning method enhances students' resilience, inventiveness, and problem-solving abilities, all of which are critical for entrepreneurship (Martin et al., 2020). Additionally, digital entrepreneurship encourages students to think critically, welcome change, and take a proactive attitude toward technology and business by fostering an innovative culture within educational institutions (Giones & Brem, 2020).

Additionally, by giving all students, regardless of background, access to digital tools and knowledge, integrating digital entrepreneurship into the curriculum promotes digital inclusion and aids in closing the digital gap. By providing marginalized people with the means to engage more fully in the digital economy, this democratization of digital skills can empower them (Bashir & Miyake, 2022). As students from a variety of backgrounds have access to chances for innovation and economic empowerment, digital entrepreneurship education can therefore significantly contribute to the reduction of socioeconomic gaps. The potential advantages of integrating digital entrepreneurship into the traditional curriculum are significant, notwithstanding certain obstacles, such as teacher preparedness, curricular structure, and resource constraints. A successful integration could encourage creativity and innovation, help promote economic inclusivity, and prepare students for a dynamic digital economy. Policymakers and educational institutions must work together to create adaptable curricular models, invest in teacher training, and build strong support networks to optimize the impact. These initiatives are critical to developing a curriculum that fosters the entrepreneurial spirit and abilities that will be vital for future generations and includes digital entrepreneurship.

Statement of the Problem

The potential of digital entrepreneurship in Nigeria to combat unemployment, promote innovation, and propel economic growth in a technology-driven global economy is indicative of its expanding significance. It is still quite difficult to incorporate digital entrepreneurship into the conventional curriculum. The country's educational system is insufficient for pupils to acquire the digital skills necessary to succeed in the workforce. According to the World Economic Forum (2020), more than 80% of occupations in the future will require digital skills; nevertheless, Nigeria has issues like inadequate infrastructure, restricted access to technology, and a shortage of teachers with the necessary training in professions that rely heavily on technology. The lack of adequate teaching materials in Nigerian schools, especially in public and rural establishments, is a significant problem. Educational disparities are exacerbated by the fact that many schools lack access to basic resources like computers, internet connectivity, and specialist software for digital entrepreneurs (Oviawe, 2016). Due to these resource limitations, pupils in urban and rural areas experience notable differences, and underprivileged populations are less exposed to technical and entrepreneurial prospects. This deficiency impedes the

growth of vital abilities like creativity, invention, and problem-solving, which are necessary for prospering in the digital economy. To solve this problem and make sure that every student is ready for the needs of a quickly changing digital environment, comprehensive approaches are needed, including investments in infrastructure, curricular flexibility, and teacher training.

Research Questions

1. What are the main challenges facing educational institutions to incorporate digital entrepreneurship into conventional curriculum?

2. What are the benefits of teaching digital entrepreneurship on students' entrepreneurial mindset and preparedness for the digital economy?

3. What strategies and resources are most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings?

Hypotheses

HO_1 There is no significant difference in the mean rating of the challenges that educational establishments encounter when attempting to incorporate digital entrepreneurship into a conventional curriculum.

HO_2 There is no significant difference in the mean rating of the effects of teaching digital entrepreneurship on students' entrepreneurial mindset and preparedness for the digital economy.

HO_3 There is no significant difference in the mean rating of the strategies and resources that are most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings.

Literature Review

The integration of digital entrepreneurship into traditional curriculum is increasingly recognized as a critical step in preparing students for a technology-driven economy. Digital entrepreneurship, defined as the creation of ventures that leverage digital technologies for innovation and business growth, has been widely studied for its potential to spur economic development and increase employment opportunities (Kraus et al., 2019). However, embedding digital entrepreneurship in educational frameworks poses various challenges related to curriculum design, resource availability, and teacher readiness. This review examines existing literature on the role of digital entrepreneurship education, the challenges associated with its integration into traditional curriculum, and the opportunities it presents for student development.

The Impact of Digital Entrepreneurship Education on Shaping Students' Entrepreneurial Mindset

The shift toward digital economies has heightened the need for education systems to equip students with digital and entrepreneurial skills (Davidson & Vaast, 2021). Digital entrepreneurship education goes beyond traditional business studies by emphasizing skills in digital literacy, online marketing, e-commerce, and data analytics. According to a report by the World Economic Forum (2020), these skills are expected to be essential for over 80% of future jobs, underscoring the need for curriculum reform that prepares students for the realities of a digital economy. Research indicates that students engaged in digital entrepreneurship develop enhanced adaptability, resilience, and problem-solving skills, which are crucial for success in a progressively intricate employment market. By providing students with hands-on, technology-driven entrepreneurial experiences, digital entrepreneurship education aims to foster an entrepreneurial mindset that is crucial for both economic and personal development. Digital entrepreneurship education also offers a foundation for lifelong learning, encouraging students to continue developing skills that adapt to technological advances. Zawacki-Richter et al. (2019) highlight that digital entrepreneurship education supports students' ability to innovate and respond to new technological developments, providing them with essential tools for sustained success in their careers. Integrating digital entrepreneurship into educational frameworks can help students build a versatile skill set that is transferable across various industries, making them competitive in a dynamic labour market.

Challenges in Embedding Digital Entrepreneurship into Traditional Curriculum

Despite the recognized importance of digital entrepreneurship, several challenges hinder its integration into traditional curriculum. One significant barrier is the lack of technological infrastructure and resources in many schools, particularly in low-income or rural areas. Effective digital entrepreneurship education requires access to internet-enabled devices, specialized software, and reliable connectivity, which are often limited in under-resourced educational settings (Bashir & Miyake, 2022). Without these foundational resources, schools struggle to implement comprehensive digital entrepreneurship programs, limiting students' access to relevant knowledge and skills. Another challenge is the limited preparation of teachers to teach digital entrepreneurship effectively. Research by Li et al. (2021) highlights a gap in teacher training, where many teachers lack the digital literacy and entrepreneurial knowledge necessary to provide high-quality instruction in this area. As digital entrepreneurship encompasses rapidly evolving skills and technologies, teachers need ongoing professional development to keep pace with industry changes. However, educational institutions often face budgetary constraints, which can restrict their ability to offer regular training for educators (Martin et al., 2020). This lack of preparedness among teachers can hinder the quality of digital entrepreneurship education and limit its impact on students.

Moreover, curriculum overload presents a challenge in embedding digital entrepreneurship within traditional educational structures. Traditional curricula are often tightly scheduled, with little flexibility for additional content. Integrating digital entrepreneurship may require the modification or reduction of

existing subjects, which can be met with resistance from both educators and administrators (Daniel, 2019). There is also the risk that adding new topics could overwhelm students, leading to reduced engagement or learning fatigue. As Morselli (2018) notes, the successful incorporation of digital entrepreneurship into curricula requires a balance between introducing new concepts and maintaining existing educational standards.

Opportunities for Student Development and Economic Growth

While challenges exist, embedding digital entrepreneurship in traditional curriculum presents significant opportunities for both student development and economic growth. Digital entrepreneurship education promotes experiential learning, allowing students to engage in project-based activities where they can develop and implement business ideas in a controlled, supportive environment (Giones & Brem, 2020). This hands-on approach to learning has been shown to improve critical thinking, creativity, and problem-solving abilities, equipping students with practical skills that extend beyond the classroom (Holmes et al., 2019). Project-based learning, an increasingly popular educational method, aligns well with digital entrepreneurship by fostering a spirit of innovation and self-efficacy among students.

In addition to skill-building, digital entrepreneurship can foster a culture of inclusivity and equal opportunity by democratizing access to digital skills. By embedding digital entrepreneurship in curriculum, schools provide all students regardless of socioeconomic background with the tools to participate in the digital economy (Bashir & Miyake, 2022). This approach supports digital inclusion and helps address the digital divide, a persistent issue in many parts of the world. Through equitable access to digital skills, educational institutions can empower marginalized communities and provide pathways for economic advancement. Integrating digital entrepreneurship into education aligns with the goals of digital transformation and innovation at a national level. Countries that invest in digital entrepreneurship education may see long-term benefits in economic resilience, as digitally skilled entrepreneurs are more likely to contribute to business innovation and job creation (Kraus et al., 2019). The digital skills acquired by students not only prepare them for employment but also empower them to create their own opportunities, driving economic development and reducing reliance on traditional employment sectors.

Strategies for Successful Integration

Various ways have been proposed in the literature to integrate digital entrepreneurship into conventional courses. One strategy is to forge collaborations between educational institutions and technology companies, which may furnish schools with resources, software, and training opportunities for students and educators alike. Such partnerships can mitigate the costs associated with digital entrepreneurship programmes and ensure that students have access to up-to-date technology and learning resources.

Another effective strategy is to adopt modular curriculum designs that allow flexibility in subject content. Modular curricula can accommodate new subjects like digital entrepreneurship without displacing traditional content. This approach enables schools to tailor educational offerings to meet specific student needs, providing a customizable learning experience that includes foundational knowledge and digital skills (World Economic Forum, 2020). By adopting a modular curriculum structure, schools can integrate digital entrepreneurship in a way that complements rather than competes with other essential subjects.

Continuous professional development programs are crucial for educators who teach digital entrepreneurship. As Li et al. (2021) suggest, providing teachers with ongoing training in digital skills and entrepreneurship ensures they remain equipped to deliver high-quality instruction. Such programs can also help educators develop innovative teaching methods, such as project-based and collaborative learning, which align well with digital entrepreneurship education (Chaturvedi et al., 2021). The integration of digital entrepreneurship into traditional curricula offers both significant challenges and valuable opportunities. While issues such as technological infrastructure, teacher preparedness, and curriculum overload pose obstacles, the benefits of equipping students with digital and entrepreneurial skills are substantial. Digital entrepreneurship education fosters critical thinking, creativity, and adaptability—skills that are essential for success in today's digital economy. By addressing the challenges and implementing strategies such as partnerships with technology firms, modular curriculum designs, and continuous teacher training, educational institutions can unlock the full potential of digital entrepreneurship for students. As the demand for digital skills continues to rise, embedding digital entrepreneurship into curricula becomes an imperative step toward fostering a resilient, inclusive, and innovation-driven future.

Methodology

To investigate the opportunities and difficulties of incorporating digital entrepreneurship into conventional curricula, this study used a mixed-methods research design that combined quantitative and qualitative techniques. The target population was 300 respondents which included 50 curriculum designers, 50 school administrators, and 200 public senior secondary school teachers in the Federal Capital Territory, Abuja. A purposive sampling technique was used to allow the researchers to focus on respondents who were directly involved in curriculum implementation and could provide meaningful insights into the opportunities and challenges of incorporating digital entrepreneurship into conventional curriculum. A sample size of 100 respondents including 20 curriculum designers, 20 school administrators, and 60 public senior secondary school teachers in Gwagwalada and Kuje Area Councils, Federal Capital Territory, Abuja. Eighteen (18) items self-structured questionnaire titled "Challenges and Opportunities of Digital Entrepreneurship in Traditional Curriculum Questionnaire (CODETCQ)"

were used as instruments for data collection. It is a closed-ended questionnaire in which the responses were categorized on a four-point Likert-typed rating scale of 'Strongly Agree', 'Agree', 'Disagree', and 'Strongly Disagree' with assigned values of 4, 3, 2, and 1. Content validity was used. A pilot study was conducted. Test-retest method of reliability was used to obtain the internal consistency. The reliability index was obtained through Cornbrash's alpha (0.70).

The questionnaire was designed and self-administered by the researcher with the help of two research assistants. The researcher explained her intentions and after the full consents of the respondents were secured, the questionnaire was administered. It took the researcher four days to complete the exercise. Out of the 100 questionnaires administered, 83 were returned valid, representing 83% success rate. Data collected were imputed into the Statistical Package for Social Sciences (SPSS) version 25 software for analysis. Descriptive and inferential statistics were used for data analysis. The research questions were answered using mean and standard deviation. The researcher used 2.50 as the cut-off mean score to decide whether to agree or disagree with the research questions. A mean rating of 2.50 and above indicated agreement to the questionnaire items while a mean score below 2.50 indicated disagreement to the questionnaire items. The three null hypotheses were tested using ANOVA as they contained more than two group variables. The critical level of significance for acceptance or rejection of the null hypotheses was 0.05 alpha.

Results

Research Question One: What are the main challenges that educational establishments encounter when attempting to incorporate digital entrepreneurship into conventional curriculum?

Table 1: Main challenges that educational institutions faced to incorporate digital entrepreneurship into conventional curriculum

		Curr. Designers (N= 15)			Sch. Adm. (N= 17)			Teachers (N= 51)		
S/n	**Items**	**Mean**	**Std. D**	**Decision**	**Mean**	**Std. D**	**Decision**	**Mean**	**Std. D**	**Decision**
1.	High cost of internet connectivity	3.07	1.032	Agreed	2.88	1.054	Agreed	3.19	.749	Agreed
2.	Inadequate funding of digital entrepreneurship	3.33	1.113	Agreed	3.47	.943	Agreed	3.65	.796	Agreed
3.	Lack of specialized software in digital entrepreneurship	3.06	1.163	Agreed	3.24	.903	Agreed	2.90	1.005	Agreed
4.	Lack of digital literacy skills by teachers	3.60	.828	Agreed	3.18	.883	Agreed	3.47	.758	Agreed
5.	Inadequate digital tools like computers in schools	3.67	.817	Agreed	3.53	.943	Agreed	3.71	.729	Agreed
6.	Irregular power supply	3.13	.834	Agreed	3.18	.951	Agreed	2.98	.836	Agreed
Average mean score		3.31		Agreed	3.25		Agreed	3.32		Agreed

Source: SPSS version, 25

Table 1 shows that the mean response is > 2.50 for all the items. With the average mean score for curriculum designers (3.31), school administrators (3.25), and teachers (3.32) which is > 2.50 benchmark upon which decision is taken, the conclusion drawn is that; high cost of internet connectivity, inadequate funding of digital entrepreneurship, lack of specialized software in digital entrepreneurship, lack of digital literacy skills by teachers, inadequate digital tools like computers in schools and irregular power supply are main challenges that educational establishments encounter when attempting to incorporate digital entrepreneurship into the conventional curriculum of secondary schools.

Research Question Two: What are the benefits teaching digital entrepreneurship on students' entrepreneurial mindset and preparedness for the digital economy?

Table 2: Effects of teaching digital entrepreneurship on students' entrepreneurial mindset and preparedness for the digital economy

		Curr. Designers (N= 15)			Sch. Adm. (N= 17)			Teachers (N= 51)		
S/n	**Items**	**Mean**	**Std. D**	**Decision**	**Mean**	**Std. D**	**Decision**	**Mean**	**Std. D**	**Decision**
7.	Provides students with E-commerce knowledge	3.40	1.056	Agreed	3.41	.939	Agreed	3.47	.809	Agreed
8.	Provides students with knowledge of digital marketing	3.07	.961	Agreed	2.82	1.014	Agreed	3.00	.894	Agreed
9.	Promotes remote online work mindset	3.20	.941	Agreed	3.18	.883	Agreed	3.33	.683	Agreed
10.	Booster career opportunities	3.13	.990	Agreed	3.17	.882	Agreed	3.43	.806	Agreed
11.	Students can use the knowledge to launch digital company	2.87	1.246	Agreed	3.35	.931	Agreed	3.57	.806	Agreed
12.	Encourages students to be innovative	2.53	1.302	Agreed	3.06	.966	Agreed	3.09	.964	Agreed
Average mean score		3.03		Agreed	3.17		Agreed	3.32		Agreed

Source: SPSS version, 25

Table 2 revealed that the mean response is > 2.50 for all the items. With the average mean score for curriculum designers (3.03), school administrators (3.17), and teachers (3.32) which is > 2.50 benchmark upon which a decision is taken, it could therefore be concluded that the teaching digital entrepreneurship has significant positive effects on students' entrepreneurial mindset and preparedness for the digital economy. It provides students with knowledge of E-commerce, digital marketing, and innovative skills and promotes a remote online work mindset. Also, teaching digital entrepreneurship boosters career opportunities for students as students can use the knowledge to launch digital company.

Research Question Three: What strategies and resources are most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings?

Table 3: Strategies and resources that are most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings

S/n	Items	Curr. Designers (N= 15)			Sch. Adm. (N= 17)			Teachers (N= 51)		
		Mean	Std. D	Decision	Mean	Std. D	Decision	Mean	Std. D	Decision
13.	Employment of digital literacy skilled teachers	3.13	1.060	Agreed	2.94	1.029	Agreed	3.14	1.000	Agreed
14.	Training and retraining of teachers in digital entrepreneurship	3.40	1.056	Agreed	3.47	.943	Agreed	3.65	.796	Agreed
15.	Provision of internet WIFI connection in public schools	3.60	.910	Agreed	3.29	1.047	Agreed	3.53	.902	Agreed
16.	Proper funding of digital entrepreneurship	3.13	1.187	Agreed	2.88	1.054	Agreed	3.09	1.024	Agreed
17.	Provision of stable power supply	3.33	.976	Agreed	3.00	1.000	Agreed	3.18	.974	Agreed
18.	Integration of digital tools in the classroom	3.40	1.121	Agreed	3.41	.939	Agreed	3.61	.802	Agreed
Average mean score		3.33		Agreed	3.16		Agreed	3.37		Agreed

Source: SPSS version, 25

Table 3 shows that the mean response is > 2.50 for all the items. The average mean score for curriculum designers (3.33), school administrators (3.16), and teachers (3.37) which is > 2.50 benchmark upon which decision is taken, creates the basis for the conclusion that employment of digital literacy skilled teachers, training and retraining of teachers in digital entrepreneurship, provision of internet WIFI connection in public schools, proper funding of digital entrepreneurship, provision of stable power supply and integration of digital tools in the classroom are better strategies and resources most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings.

Test of Hypotheses

HO_1 There is no significant difference in the mean rating of the challenges that educational establishments encounter when attempting to incorporate digital entrepreneurship into a conventional curriculum

Table 4: One-way ANOVA for significant difference in the mean rating of the challenges that educational establishments encounter when attempting to incorporate digital entrepreneurship into conventional curriculum

Challenges	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	1.762	3	.587	.954	.419	Retained
Within Groups	48.623	79	.615			

Total	50.386	82				

Source: SPSS version, 25 P = .419 > 0.05

One-way ANOVA was conducted to determine whether there is a significant difference in the mean rating of curriculum designers, school administrators and teachers on the challenges that educational establishments encounter when attempting to incorporate digital entrepreneurship into conventional curriculum. The result indicated that there was no statistically significant difference between groups as determined by one-way ANOVA [F (3, 79) = .954, p = .419], P > 0.05. The null hypothesis is hereby retained.

HO_2 There is no significant difference in the mean rating of the effects of teaching digital entrepreneurship on students' entrepreneurial mindset and preparedness for the digital economy

Table 5: One-way ANOVA for significant difference in the mean rating of the effects of teaching digital entrepreneurship on students' entrepreneurial mindset and preparedness for the digital economy

Challenges	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	1.152	3	.384	.616	.607	Retained
Within Groups	49.234	79	.623			
Total	50.386	82				

Source: SPSS version, 25 P = .607 > 0.05

One-way ANOVA was conducted to determine whether there is no significant difference in the mean rating of curriculum designers, school administrators, and teachers on the effects of teaching digital entrepreneurship on students' entrepreneurial mindset and preparedness for the digital economy. The result indicated that there was no statistically significant difference between groups as determined by one-way ANOVA [F (3, 79) = .616, p = .607], P > 0.05. The null hypothesis is hereby retained.

HO_3 There is no significant difference in the mean rating of the strategies and resources that are most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings

Table 6: One-way ANOVA for the significant difference in the mean rating of the strategies and resources that are most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings

Challenges	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.475	3	.158	.251	.861	Retained
Within Groups	49.910	79	.632			
Total	50.386	82				

Source: SPSS version, 25 P = .861 > 0.05

One-way ANOVA was conducted to determine whether there is no significant difference in the mean rating of curriculum designers, school administrators, and teachers on the strategies and resources that are most effective in supporting teachers to deliver digital entrepreneurship education in traditional classroom settings. The result indicated that there was no statistically significant difference between groups as determined by one-way ANOVA [F (3, 79) = .251, p = .861], P > 0.05. The null hypothesis is hereby retained.

Estimation of Results

Based on the methodology employed, the anticipated results for this study on embedding digital entrepreneurship into the traditional curriculum will likely reflect both challenges and opportunities as perceived by teachers and administrators. The expected findings are estimated as follows:

It is anticipated that a significant percentage of survey respondents will identify a lack of technological resources (computers, internet access, software) as a primary barrier to implementing digital entrepreneurship content. For example, over 60% of participants may report resource constraints, particularly in under-resourced schools, as a challenge.

A majority of teachers are expected to indicate that they feel unprepared to teach digital entrepreneurship effectively due to limited training or lack of relevant professional development. We estimate that around 70% of teachers will report a need for additional training to gain confidence and knowledge in digital entrepreneurship topics.

Teachers and administrators may express concerns about curriculum overload, with an expected 50-60% of respondents indicating that adding digital entrepreneurship creates pressure on already packed schedules.

It is estimated that a large proportion (approximately 75%) of respondents will recognize the benefits of digital entrepreneurship in equipping students with practical skills such as digital literacy, problem-solving, and adaptability. Survey responses may indicate that these skills are essential for students' career readiness and align with current job market demands.

It is anticipated that both survey and interview responses will reveal a strong preference (around 65%) for modular curriculum structures that allow digital entrepreneurship to be integrated flexibly without disrupting existing core subjects. Respondents may suggest incorporating digital entrepreneurship as an elective or complementary subject to ease curriculum demands.

The interviews are likely to highlight the importance of partnerships between schools and technology firms. It is estimated that around 70% of interview participants will emphasize the need for partnerships to secure necessary resources, software, and training support, particularly in low-resource settings.

Teachers who report receiving professional development in digital skills are expected to express higher confidence and a positive outlook on integrating digital entrepreneurship. This may be supported by a t-test comparison between teachers with and without relevant training, likely showing a significant difference in perceived ease of integration.

Discussion of Findings

The research revealed substantial obstacles that impede the incorporation of digital entrepreneurship into traditional curricula. These encompass elevated internet expenses, insufficient funding, absence of specialist software, restricted digital literacy among educators, inadequate digital resources, and inconsistent power supply. The structural challenges faced by curriculum designers, school administrators, and educators underscore the necessity for coordinated initiatives and investments to foster an effective digital learning environment. Instructing on digital entrepreneurship positively influences students' entrepreneurial mindset and readiness for the digital economy. It provides students with competencies in e-commerce, digital marketing, innovation, and preparedness for remote work. Furthermore, it augments job prospects by enabling students to establish their digital enterprises, thus enhancing their employability and long-term economic viability.

The research underscores the necessity of utilizing proficient educators, implementing training and retraining initiatives, and guaranteeing access to reliable internet connectivity and power supply. These steps are essential for the effective implementation of digital entrepreneurship education. Furthermore, the incorporation of digital resources in educational settings can augment student involvement and facilitate experiential learning opportunities. The ANOVA tests indicated no significant variations in the viewpoints of curriculum designers, school administrators, and instructors concerning obstacles, effects, and techniques. This consistency indicates a collective comprehension of the problems and remedies, underscoring the necessity for systemic reforms that benefit all stakeholders.

The results necessitate specific legislative measures to tackle finance, infrastructure, and training requirements. Governments ought to subsidize internet access, allocate subsidies for digital tools, and invest in a reliable power supply. Moreover, public-private partnerships can leverage resources and experience, while alternative options such as solar energy can mitigate infrastructural deficiencies in neglected regions. Incorporating digital entrepreneurship into curricula offers a significant opportunity to match education with the requirements of the global digital economy. Confronting issues via cooperative initiatives and strategic investments can stimulate innovation, improve career preparedness, and encourage economic expansion. Guaranteeing equity and inclusion in resource distribution will be essential for the sustained success of this effort.

Conclusion

This study emphasizes the importance of integrating digital entrepreneurship into conventional curriculum to prepare students for the demands of the digital economy. Despite considerable challenges, including high internet costs, limited funding, low digital literacy among teachers, insufficient technological resources, and unreliable power supply, the findings highlight the transformative potential of incorporating digital entrepreneurship into educational curricula. It also reveals that digital entrepreneurship education significantly enhances students' entrepreneurial mindsets, equipping them with essential competencies in e-commerce, digital marketing, innovation, and remote work. These competencies augment employment prospects and enable students to participate meaningfully in a technology-driven global economy.

To achieve enduring success, it is essential to enact legislative measures and invest in digital infrastructure, educator training, and resource distribution. Governments, educational institutions, and private sector partners must cooperate to provide a supportive environment for digital entrepreneurship education. The integration of digital entrepreneurship into traditional curricula offers a transformative pathway to enhance educational and economic outcomes. By addressing identified challenges and employing effective strategies, educational systems can facilitate student success in the evolving digital landscape.

Recommendations

The study's results indicate many essential measures to improve the incorporation of digital entrepreneurship into conventional educational frameworks. There is a significant necessity for augmented financing to supply vital digital resources, including software, gear, and internet access. Educational institutions must prioritize investments in digital tools and infrastructure, guaranteeing that schools receive the support to properly integrate digital entrepreneurship into their curricula.

Secondly, the enhancement of teacher competence is essential. Continuous professional development via training programs and certifications will provide educators with the digital literacy competencies essential for instructing digital entrepreneurship. Workshops and specialized training must concentrate on enhancing educators' expertise in digital technologies and modern pedagogical techniques, ensuring they stay current with the advancing digital economy.

Ultimately, a collaborative methodology for curriculum development is essential, engaging policymakers, educators, and industry stakeholders. Integrating digital entrepreneurship into the curriculum, providing incentives for effective execution, and performing frequent evaluations enable educational systems to cultivate an atmosphere that promotes innovation and equips students for the digital economy. These initiatives will guarantee that students possess the skills and mindset essential for success in a technology-driven environment.

Policy Implications

The findings of this study suggest several key policy implications for integrating digital entrepreneurship into traditional curricula. Firstly, there is a need for substantial investment in digital infrastructure in schools, including reliable internet connectivity, modern computing devices, and specialized software. Policymakers should prioritize funding for these resources to ensure that students and teachers have the tools required to engage with digital entrepreneurship effectively. Stable power supply and access to digital tools should also be a focus to avoid disruptions in the learning process.

Secondly, the study emphasizes the importance of teacher training and professional development. Policymakers should create national programs to train educators in digital literacy and digital entrepreneurship, ensuring that they have the skills to teach these subjects. Collaborations with industry professionals can enhance the relevance of these training programs and ensure that teachers are equipped to meet the evolving demands of the digital economy.

Finally, there is a need for curriculum reform and funding allocation to support the integration of digital entrepreneurship into educational systems. Policymakers should work with educators to develop curricula that include digital skills and foster entrepreneurial mindsets. Additionally, financial support should be directed toward schools to help them acquire necessary resources and create digital entrepreneurship centers for hands-on learning. Cross-sector collaborations with tech companies and entrepreneurs, as well as legislative support, are essential to drive these changes and ensure the successful implementation of digital entrepreneurship education.

Gap Filled by the Study

This study addresses significant deficiencies in the literature by analyzing the obstacles, effects, and methodologies for integrating digital entrepreneurship into conventional educational curriculum, especially in secondary schools. It recognizes critical challenges such as insufficient funding, substandard digital infrastructure, and limited teacher digital literacy, while also emphasizing the beneficial impact of digital entrepreneurship education on students' entrepreneurial mindsets and preparedness for the digital economy. The report additionally presents pragmatic ideas for assisting educators, including the recruitment of digitally proficient teachers, the provision of continuous training, and the guarantee of access to digital resources, thereby reconciling existing educational methodologies with the requirements of a technology-oriented economy.

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