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TRENDS IN ENTREPRENEURSHIP AND E-ECONOMY AMONG STUDENTS IN KWARA STATE UNIVERSITIES

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ABSTRACT

The proliferation of digital technologies has transformed the entrepreneurial landscape, underscoring the need for tertiary institutions to equip students with relevant skills to thrive in the e-economy. This correlational study examined the relationship between entrepreneurship trends and the e-economy among business education students in two public universities in Kwara State, Nigeria. A sample of 269 students was selected using a purposeful sampling technique, and data were collected using a validated questionnaire. The results, analyzed using descriptive statistics with SPSS, revealed a significant positive relationship between social commerce and the e-economy (grand mean score = 2.72). In contrast, mobile commerce exhibited a weak relationship (grand mean score = 2.43). The study's findings imply that social commerce is a driving force behind the e-economy, while mobile commerce has untapped potential. The study's insights have significant implications for entrepreneurship education and policy, highlighting the need to harness digital trends to foster economic growth. To leverage these trends, it is recommended that tertiary institutions emphasize social commerce and improve mobile commerce skills to enhance students' preparedness for the e-economy.

KEYWORDS: *Entrepreneurship, E-Economy, Social Commerce, Mobile Commerce, Email*

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1. INTRODUCTION

Entrepreneurship education is the process of building and developing entrepreneurial skills in individuals so that they can function effectively within the economy. Recently, there have been emerging trends in entrepreneurship that students must acquire to be holistically developed. These trends include social commerce, mobile commerce, globalization, and email marketing. Students must learn about these trends and become knowledgeable about them to grow into future entrepreneurs. The skills and knowledge acquired will be helpful in the thriving e-economy, which provides goods and services using Information and Communication Technology (ICT) instruments. The e-economy refers to the use of digital marketing strategies to promote and improve sales for an organization.

A study by Yahaya and Aminu (2024) investigated the level of creativity and entrepreneurship potential among undergraduates in Kwara State. The study found that the level of unemployment among youth in Nigeria is a widespread concern. The study employed a descriptive research design. The trends in entrepreneurship and e-economy equip students with the necessary tools required for Business Education students.

The failure of students to acquire knowledge about trends in entrepreneurship can lead to their failure in the growing electronic economy. If the necessary skills are not taught or properly instilled in students before graduation, they may become naive in using the required skills for business survival in the digital economy. A study by Goni (2023), titled "E-commerce entrepreneurship: Navigating the evolving landscape of online business opportunities," examined the changing entrepreneurial climate and provided a comprehensive analysis of the opportunities and challenges facing online enterprises. The study used a qualitative research approach.

Thus, this paper examines the extent of business education students' knowledge of trends in entrepreneurship and their application in the e-economy, with a focus on students at Kwara State universities.

Social Commerce

Social commerce is a subset of e-commerce that utilizes social and online media to facilitate social interaction and engagement, thereby supporting the online buying and selling of products. It leverages social networks to manage various activities, including browsing the internet and interacting with social media platforms. According to Griffin (2020), social commerce is an evolving branch of e-commerce that encompasses activities such as discovering goods and services, reviews, evaluations, distribution, endorsements, business agreements, and loyalty programmes. This implies that social media is commonly used to promote products online. It serves as a marketing strategy for announcing new goods and services to the public and customers, engaging clients in product reviews to improve products and services, and utilizing user-generated content to attract clients. Many organizations interact with their clients through social media, which has become a platform for buying and selling goods and services. The entire process, from searching for products to making payments, occurs within the same platform. Zhou et al. (2014) suggested that social commerce is a key enabler of the e-economy. Olanrewaju et al. (2020) in their studies said that there is a positive relationship between social media usage and entrepreneurial activities among young people.

As a result, various types of content are generated, such as photos, videos, customer reviews, and TikTok videos. Newberg (2023) and Zote (2023) asserted that the growth of social commerce is linked to the widespread adoption and enthusiasm for smartphones and social media platforms like Facebook, YouTube, TikTok, Twitter, Instagram, Pinterest, and Snapchat. According to Newberg (2023), the following are categories of social commerce: customer reviews, social networking sites, group buying and transactions, social connectivity, social selling, commerce communities, review sites, platforms for peer-to-peer sales, and social shopping.

Social commerce has progressed globally. This is mainly due to the widespread access to social media as a reliable source for sourcing and distributing knowledge to facilitate interaction (Gabriel & Gabriel, 2023). It has significantly changed the way clients and businesses interact. Therefore, business education students should be taught how to leverage social commerce to enhance their entrepreneurial skills and develop businesses. In the past, students were taught office communication and interacting on social media, which is a distinct skill that must be taught to ensure effective integration into current entrepreneurship trends.

According to Chen and Wang (2016), social media information is fragmented and presented in small units, which can be used for predictions, reasoning, personal networking, and status reports. Consequently, understanding social commerce is often dispersed, limited, or biased by specific perspectives or ideas. The complexity of social commerce is comparable to that of ideas, occupational theories, problems, and structural characteristics (Gabriel & Gabriel, 2023). Social commerce is facilitated by Web 2.0 technologies, which enable a dual relationship between traders and clients (Bazaarvoice, 2010). Furthermore, electronic commerce has shifted from a product and service-oriented paradigm to a client-centric relationship paradigm. Social media has evolved beyond a platform for message transfer, content classification, and information exploitation. It has progressively become a tool that enables seamless connectivity with minimal skill required; it is an arena that provides opportunities for traders to capture attention and drive e-commerce sales.

Social commerce requires students' full involvement. Akinwumi and Ibrahim (2025) studied skill acquisition and entrepreneurial confidence among students of Kwara State University. The study found that, despite the increased focus on entrepreneurial skills, teaching, and learning experiences, students often struggle to apply these skills effectively and independently. The study was a descriptive design.

Mobile Commerce

Mobile commerce refers to the ability to purchase products and services anywhere, anytime, using a wireless internet-enabled device. This concept is made possible through web-enabled wireless phones, allowing users to access e-commerce platforms on the go. Mobile commerce is also defined as the integration of e-commerce into a mobile environment, leveraging mobile technology to facilitate transactions, purchases, and other business activities, such as marketing management, negotiations, and supply chain management functions. By utilizing wireless e-commerce, mobile commerce enables users to manage commerce and markets through portable devices, such as smartphones and personal digital assistants (PDAs). This represents a new generation of e-commerce that is free from the constraints of cables and traditional desktop devices. With mobile commerce, users can conduct a range of transactions, including buying and selling products, accessing services, transferring ownership or rights, and exchanging money, all through wireless internet access on their mobile devices (Bula, 2012).

Mobile commerce involves the use of mobile devices to interact with businesses, access information, and conduct transactions in a personalized and convenient manner. A key aspect of mobile commerce is the ability to acquire knowledge and facilitate transactions through mobile devices and connectivity, resulting in the exchange of value, whether in the form of information or products. Examples of mobile commerce transactions include purchasing airline tickets, movie tickets, making restaurant reservations, and booking hotel rooms. As noted by Shiney (2011), mobile commerce also empowers customers to access product information, overcome physical and geographical barriers, and enjoy secure payment platforms. Mobile commerce is increasingly being used for various transactions, including financial transactions (Dahlberg et al., 2015)

Globalization

Globalization is characterized by the increasing interactions among nations, driven by the growth of global travel, cross-border shipping, and the rise of interactive communications through the Internet. This has led to an increase in worldwide trade and the movement of investments among countries. As a result, conditions in one nation are more likely to impact conditions in other countries, contributing to a more global culture in areas such as music, movies, and fashion. Globalization has given rise to a worldwide economy that offers organizations the benefits of accessing new markets and participating in global economic interconnectivity (Aydin & Savrul, 2014). The dynamics of globalization, including the clarity of buying and selling, economic sharing requirements, and promotional needs, are constantly evolving, forcing firms to adapt and innovate to remain competitive (Eva & Anna, 2021).

Globalization and technological advancements have transformed the modern world economy, driven by technology, information, and knowledge (Totonchi & Kakamanshadi, 2011). Globalization is a broad concept that relies on global networking to enhance experiences through improved interactions. It has opened up access to local and international markets worldwide, enabling businesses to expand and establish connections through shared trade interests. The exploitation of information technology, the Internet, and mobile services is a key aspect of globalization, allowing businesses to reach a broader market beyond their local boundaries with the aid of information technology.

Email Marketing

Email marketing is a robust platform that enables businesses to send targeted and trackable emails to their customer list. By utilizing specialized software, companies can create more effective campaigns through well-structured emails and gain valuable insights into customer behaviour. Key metrics, such as open rates and click-through rates, provide businesses with a deeper understanding of their customers' engagement. Emails are sent to both existing and prospective customers, aiming to generate sales, promote customer engagement, and foster loyalty. Ultimately, email marketing focuses on building meaningful interactions and advertisements, driving business growth and customer relationships.

The E-Economy: A Digital Paradigm

The e-economy leverages a range of digital channels, including online marketplaces such as websites and dedicated retailer applications (Zote, 2023). Initially, the e-economy was structured around Web 1.0 technology, facilitating primarily one-way interactions between traders and clients. Over time, it has evolved to incorporate more complex and reciprocal relationships. The e-economy is also known as the internet economy, digital economy, or online economy, and is underpinned by a suite of digital technologies, including online interaction networks (the internet and intranet), computers, software, and other related information technologies.

According to Jose and Martin (2017), the e-economy and its associated digital infrastructure provide a global platform that facilitates discussion, interaction, collaboration, and information exchange. This presents a unique opportunity for individuals to leverage their knowledge and contribute to future development, driven by technological advancements. The e-economy platform is characterized by several key features, including comprehensive databases, information repositories, news, records, non-academic periodicals, digital media, and software, all of which are accessible worldwide and operate around the clock. Furthermore, the e-economy enables clients and organizations to conduct financial transactions electronically using digital currencies or financial tokens, which are downloaded and executed on smart cards via internet-connected and mobile devices. Additionally, the proliferation of the Internet of Things (IoT) has led to the integration of microprocessors and networking capabilities into various physical products, such as home gadgets and cars. Nicolas et al. (2025) asserted that the e-economy has the potential to drive growth and development.

Trends in Entrepreneurship and Business Education

Entrepreneurship is a complex and multifaceted concept that encompasses a diverse range of ideas, resulting in a rich and dynamic field of study. Oluwalola (2025) noted that deliberate efforts to integrate entrepreneurship training more effectively into the curriculum, provide access to experienced mentors, and create a supportive environment that fosters innovation and skill development. To achieve success, entrepreneurs must possess the ability to recognize opportunities, identify alternatives, leverage their skills (Haynie & Shepherd, 2011), and adapt to the ever-changing business landscape, demonstrating resilience in the face of challenges. At its core, entrepreneurship involves a creative process that unlocks the potential of existing resources to generate new wealth-creating opportunities, coupled with the conviction and determination to drive entrepreneurial decisions forward (Jose & Martin, 2017). As such, business education students must be equipped with in-depth knowledge of the latest trends and developments in the field. Moreover, educational institutions should prioritize the development of skills necessary for success in global e-commerce, as well as the strategic use of social media platforms for business purposes. By fostering a culture of innovation and entrepreneurship, institutions can empower students to become job creators rather than job seekers.

According to Oluwalola et al. (2024), entrepreneurship is a process of acquiring the essential skills and competencies required to launch and sustain a successful business venture. By possessing these skills, individuals can establish their own businesses, create employment opportunities, and contribute to the economy, rather than relying on others for employment. Entrepreneurs with the right mindset and competencies not only generate income for themselves and their families but also make significant contributions to societal development through tax payments and community engagement. As Oko and Wagbara (2022) asserted, entrepreneurship is a dynamic process that involves acquiring business-related skills and knowledge necessary for entrepreneurial success, including the ability to innovate, manage, and lead.

Statement of the Problem

The use of social media platforms for business purposes is becoming increasingly common, and entrepreneurship is thriving in the knowledge economy through e-commerce. However, business education students are not exposed to several social media platforms, which negatively impacts both e-commerce and the students themselves. Studies conducted by Eva and Anna (2021) on the impact of globalization on the development of e-commerce and by Chen and Wang (2016) on trust development and transfer from electronic commerce to social commerce have identified areas that require improvement in entrepreneurship and e-commerce. To the best of the researcher's knowledge, this specific study has not been conducted in this locale with the same population, which is the gap this study aims to fill. Therefore, the purpose of this study is to investigate the relationship between trends in entrepreneurship and e-commerce among business education students in tertiary institutions in Kwara State.

Purpose of the Study

The primary purpose of the study is to examine recent trends in entrepreneurship and e-economy among students in tertiary institutions in Kwara State. Other purposes are to:

i. Find out the use of social commerce and e-economy among business education students of tertiary institutions in Kwara State.
ii. Find out the use of mobile commerce and e-economy among business education students of tertiary institutions in Kwara State.
iii. Find out the use of globalization and e-economy among business education students of tertiary institutions in Kwara State.
iv. Find out the use of email marketing and e-economy among business education students in Kwara State.

Research Questions

The following research questions were raised to guide the study.

i. What is the relationship between social commerce and e-economy?
ii. What is the relationship between mobile commerce and e-economy?
iii. What is the relationship between globalization and e-economy?
iv. What is the relationship between email marketing and e-economy?

2. METHODOLOGY

Data Collection Methods for Quantitative Research

The study employed a quantitative research approach to investigate the research questions. The data collection method used was a questionnaire titled "Trends in Entrepreneurship and E-Economy

Questionnaire" (TEEQ). This section provides a detailed justification for the chosen data collection method and its suitability for the research type and questions.

Online Questionnaire via Google Forms

The TEEQ questionnaire was administered online using Google Forms, which proved to be an efficient and effective means of collecting data. The online platform allowed for easy distribution to a large number of students across different platforms, facilitating a high response rate. Additionally, Google Forms automatically compiles responses into a spreadsheet, simplifying data entry and reducing errors. This method is well-suited for quantitative research as it enables the collection of structured data that can be easily analyzed using statistical methods.

Purposive Sampling Technique

The study employed a purposive sampling technique to select participants from the population of 900 students in two public universities in Kwara State. This non-probability sampling method was justified as the study focused specifically on Business Education students. The purposive sampling technique ensured that the sample consisted of individuals who were relevant to the research questions, thereby enhancing the study's validity. The sample size of 269 respondents was determined using Research Advisor 2006.

Self-Administered Questionnaires

The questionnaire was self-administered, allowing respondents to answer questions at their convenience. This approach potentially increased the response rate and reduced bias that an interviewer's presence might introduce. The self-administered nature of the questionnaire also maintained respondent anonymity and comfort.

Justification for the Chosen Data Collection Method

The data collection method used in the study was appropriate for the quantitative research type and questions. The TEEQ questionnaire was designed to collect numerical data that could be analyzed using statistical methods, specifically mean and standard deviation. The structured nature of the questionnaire facilitated the collection of relevant data that directly addressed the research questions. The reliability and validity of the instrument were established, with Cronbach's alpha values of 0.76 and 0.81 indicating a good level of internal consistency.

Ethical Considerations

The study adhered to ethical standards by ensuring that respondents volunteered to participate and were informed that the information was for research purposes only. The use of Google Forms facilitated anonymous responses, further upholding ethical considerations.

In conclusion, the data collection methods used in the study were suitable for the quantitative research type and questions. The online questionnaire, purposive sampling technique, and self-administered questionnaire design facilitated efficient and relevant data collection. The study's adherence to ethical standards and establishment of the instrument's reliability and validity further strengthened the research.

3. RESULTS AND DISCUSSION

RQ1: What is the relationship between social commerce and e-economy among students in public universities in Kwara State?

Table 1 shows the mean scores of various social commerce activities and their relationship with the e-economy. The results show that respondents moderately participate in social commerce activities, with Facebook (Mean = 3.09, SD = 1.511) emerging as the most frequently used platform.

Table 1: Summary of mean ratings on the relationship between social commerce and e-economy among students in public universities in Kwara State

S/N	Items	Mean	SD	Remarks
	Twitter	2.43	1.473	Significant
	Facebook	3.09	1.511	Significant
	LinkedIn	2.18	1.389	Significant
	Online Marketing	2.98	1.389	Significant
	Creating a website/blog	2.60	1.393	Significant
	Search engine optimization	2.95	1.559	Significant
	Creating/Developing a social commerce strategy	2.83	1.459	Significant
Grand Mean		**2.72**	**1.453**	**Significant**
Benchmark = 2.50				

This is followed by online marketing (Mean = 2.98, SD = 1.389) and search engine optimization (Mean = 2.95, SD = 1.559). Other activities, such as creating a website or blog (Mean = 2.60, SD = 1.393), developing a social commerce strategy (Mean = 2.83, SD = 1.459), using Twitter (Mean = 2.43, SD = 1.473), and LinkedIn (Mean = 2.18, SD = 1.389), also recorded moderate engagement levels.

The overall mean score (Mean = 2.72, SD = 1.453) indicates a moderate association between social commerce and the e-economy among students in public universities in Kwara State. This suggests that social commerce contributes meaningfully to the development of the e-economy, as it enables businesses to expand their customer reach, enhance brand visibility, and boost sales performance. The findings, therefore, affirm the role of social commerce as an essential catalyst for e-economic growth.

RQ2: What is the relationship between mobile commerce and e-economy?

Table 2 reveals the mean ratings of various dimensions of mobile commerce and their relationship with the e-economy. The findings indicate that business education students in public universities in Kwara State engage with mobile commerce at varying levels, with some services being more commonly utilized than others.

Table 2: Summary of mean ratings on the relationship between mobile commerce and e-economy among students in public universities in Kwara State

S/N	Items	Mean	SD	Remarks
	Rank your maximum purchase (1st as mainly used, 3rd as least used) mode of transaction in terms of amount.	1.90	0.306	Significant
	Last time, you bought a meal (restaurant, eatery), which means	1.59	0.508	Significant
	Which of the above-mentioned M-commerce services have you used, and how frequently	1.64	0.756	Significant
	Frequency 1-2 times only	3.37	1.067	Significant
	Posting the privacy policy of the M-commerce providers would help you get more comfortable sharing your information	3.25	0.482	Significant
	What are the chief barriers to expansion	2.95	1.680	Significant
	You need to know what kind and what amount of your information will be shared, even if you know that the procedure is safe.	1.93	0.248	Significant
	Is maximizing security in M-commerce urgent or not	1.80	0.398	Significant
	At what rate is M-commerce being used in universities	3.13	1.066	Significant
	Developing the use of M-commerce in universities for the transfer of tuition fees will not be stressful for students	3.20	0.533	Significant
	Do you use mobile banking	1.96	0.202	Significant
Grand Mean		**2.43**	**0.6593**	**Significant**
Benchmark = 2.50				

The results indicate that respondents' preferred mode of transaction recorded a high mean rating (Mean =

1.90, SD = 0.306), suggesting a consistent pattern in how students conduct mobile-based transactions. The mean score for purchasing meals via mobile commerce (Mean = 1.59, SD = 0.508) shows that students frequently use mobile platforms for routine transactions. Similarly, the frequency of using mobile commerce services (Mean = 1.64, SD = 0.756) reflects moderate engagement.

Regarding factors influencing mobile commerce adoption, the presence of privacy policies posted by mobile commerce providers was rated highly (Mean = 3.25, SD = 0.482), indicating that data protection and transparency enhance users' confidence. Conversely, the barriers to mobile commerce expansion in Nigeria were also acknowledged (Mean = 2.95, SD = 1.680), showing that several challenges still impede widespread adoption.

Security concerns were rated significantly (Mean = 1.80, SD = 0.398), emphasizing the need for enhanced safety measures in mobile transactions. Respondents also stressed the importance of being informed about the type and amount of personal information shared (Mean = 1.93, SD = 0.248). Mobile banking, another key aspect of mobile commerce, recorded a relatively high adoption rate (Mean = 1.96, SD = 0.202).

Overall, the mean rating for the relationship between mobile commerce and the e-economy (Mean = 2.43, SD = 0.659) indicates a moderate connection. Although the study found only a weak but significant relationship, the results underscore the growing influence of mobile commerce on the evolving e-economy and highlight areas that require policy attention and technological improvement.

RQ3: What is the relationship between globalization and e-economy among students in public universities in Kwara State?

Table 3: Summary of mean ratings on the relationship between globalization and e-economy among students in public universities in Kwara State

S/N	Items	Mean	SD	Remarks
1.	Would you say the economy is experiencing globalization?	1.80	0.404	Significant
2.	For the past decade, has there been economic security?	1.31	0.464	Not-Significant
3.	Is globalization affecting the e-economy?	1.71	0.454	Significant
4.	Is globalization taking a positive or negative turn?	1.74	0.440	Significant
5.	Do you think it should be taught to students?	1.99	0.088	Significant
6.	Will it affect future entrepreneurship?	1.65	0.478	Significant
7.	Will it affect international trade?	1.67	0.473	Significant
Grand Mean		**1.70**	**0.400**	**Significant**

Table 3 shows students' perceptions of the impact of globalization on the e-economy. The mean ratings for most items were below the benchmark value of 2.50, indicating that students generally hold negative views regarding globalization's influence on the e-economy.

The findings reveal that students do not perceive the Nigerian economy as effectively integrating into the globalized system (Mean = 1.80, SD = 0.404) and express concerns about declining economic security over the past decade (Mean = 1.31, SD = 0.464). This perceived insecurity suggests a lack of confidence in the e-economy's stability and growth. While students acknowledge that globalization affects the e-economy (Mean = 1.71, SD = 0.454), they primarily view its effects as unfavorable, as reflected in the response to whether globalization is taking a positive or negative turn (Mean = 1.74, SD = 0.440).

Despite these concerns, students recognize the relevance of understanding globalization and its implications for entrepreneurship (Mean = 1.65, SD = 0.478) and international trade (Mean = 1.67, SD = 0.473). They also strongly support incorporating globalization and e-economy concepts into academic curricula (Mean = 1.99, SD = 0.088), underscoring the need for educational reforms that enhance global economic awareness among students.

The overall mean rating (Mean = 1.70, SD = 0.400) confirms a generally negative perception of globalization's impact on the e-economy among students in public universities in Kwara State. This outcome suggests that the perceived lack of economic security and limited benefits from globalization contribute to students' skepticism about its role in fostering economic growth.

RQ4: What is the relationship between e-mail and e-economy among students in public universities in Kwara State?

Table 4: Summary of mean ratings on the relationship between e-mail and e-economy among students in public universities in Kwara State

S/N	Items	Mean	SD	Remarks
1.	Are you familiar with email?	2.00	0.001	Significant
2.	Have you been taught various types of email?	1.78	0.417	Significant
3.	Can you make use of email to attract customers?	1.71	0.456	Significant
4.	Does the use of email promote marketing and sales?	1.82	0.386	Significant
5.	Have you learnt how to obtain customer satisfaction through email?	1.57	0.496	Significant
6.	Have you learnt how customers complain about products through email?	1.67	0.473	Significant
7.	Have you been taught how customers communicate needed products through email?	1.67	0.470	Significant
8.	Have you been exposed to how to maintain communication between customers and the organization using email?	1.68	0.467	Significant
E-Economy				
1.	Are you exposed to the use of the Internet for business?	1.75	0.432	Significant
2.	Have you promoted a good or service online?	1.95	0.218	Significant
3.	Did you develop any of these platforms for a business? Apps, websites, and social media websites are placed through 3rd party.	1.82	0.386	Significant
4.	Have you ever made a profit through the e-economy?	1.69	0.464	Significant
5.	I have been involved in global marketing.	1.75	0.432	Significant
6.	I have reached out to customers through social media.	1.49	0.501	Not-Significant
7.	I am aware of and know how to adapt produce labelling for sales.	1.88	0.329	Significant
8.	I know importation through e-economy.	1.80	0.401	Significant
9.	I have the skills needed for security and a successful e-economy.	1.68	0.467	Significant
	Grand Mean	**1.75**	**0.399**	**Significant**
Benchmark = 2.50				

Table 4 reveals insightful data on students' familiarity with and utilization of e-mail marketing in relation to the e-economy. The overall mean score of 1.75 (SD = 0.399) falls below the benchmark of 2.50, indicating a weak relationship between e-mail marketing and the e-economy among the respondents.

The findings show that although students demonstrate basic familiarity with e-mail usage (Mean = 2.00, SD = 0.001), their understanding and practical application of e-mail marketing techniques remain limited. For example, the mean ratings for items such as “Can you make use of e-mail to attract customers?” (Mean = 1.71, SD = 0.456) and “Have you learnt how to obtain customer satisfaction through e-mail?” (Mean = 1.57, SD = 0.496) suggest a shallow grasp of e-mail marketing strategies. Similarly, the low mean score for “I have reached out to customers through social media” (Mean = 1.49, SD = 0.501) indicates minimal engagement with digital communication tools for business purposes.

Furthermore, students show limited involvement in broader e-economy activities, such as promoting goods or services online (Mean = 1.95, SD = 0.218) and developing online business platforms (Mean = 1.82, SD = 0.386). The mean score for “Have you ever made a profit through the e-economy?” (Mean = 1.69, SD = 0.464) also reveals that few students have successfully utilized digital marketing channels for profit generation.

Overall, the results indicate that most students lack adequate knowledge and practical experience in e-mail marketing, which constrains their ability to harness e-commerce tools effectively for e-economy participation. This finding underscores the need to integrate e-mail marketing and digital business skills into business education curricula to strengthen students’ readiness for the digital economy.

4. DISCUSSION

The findings revealed a moderate relationship between social commerce and e-economy, indicating that social commerce plays a significant role in promoting e-economy among the respondents. The study's results have implications for policymakers, entrepreneurs, and educators seeking to promote the e-economy and entrepreneurship among young people.

One of the findings of this study revealed that social commerce is a crucial driver of the e-economy, and that Facebook, online marketing and search engine optimization are the most widely used social commerce activities among students in public universities in Kwara State. The study's results also highlight the need for increased awareness and education on the potential of social commerce to promote the e-economy. The results of this study are consistent with existing literature, which suggests that social commerce is a key enabler of the e-economy (Zhou et al., 2014). The findings also align with previous studies that have reported a positive relationship between social media usage and entrepreneurial activities among young people (Olanrewaju et al., 2020). The moderate level of engagement in social commerce activities among the respondents suggests that there is still room for improvement in harnessing the potential of social commerce to promote the e-economy. However, this result negates the finding of Griffin (2020), who asserted that social commerce is an advancing branch of e-commerce that exploits actions such as goods and services discovery, reassessments, evaluations, distribution, endorsement, business agreements, and devotion to programmes.

The finding revealed a moderate level of relationship between mobile commerce and e-economy, with a weakly significant correlation. The findings highlight the importance of security, privacy, and the need for clear policies regarding information sharing in mobile commerce. This means that social media is commonly exploited to promote merchandise online. It must be taught to business education students because it is one of the easiest tools to apply, and several students are familiar with it even before being admitted to study Business Education at the University.

The study has implications for policymakers, M-commerce providers, and universities. To promote the adoption and expansion of mobile commerce, it is essential to address the barriers identified in this study, such as security concerns and the need for clear policies. M-commerce providers should prioritize the development of secure and user-friendly platforms. At the same time, universities can facilitate the adoption of mobile commerce by promoting its use for transactions, such as tuition fee payments. The finding is consistent with the findings of Dahlberg et al. (2015), who suggested that mobile commerce is increasingly being used for various transactions, including financial transactions.

Thus, the second research question established a moderate level, which negates the assertion of Shiney (2011) that m-commerce refers to clients who desire knowledge about products by removing physical and geographical barriers through their mobile phones and would utilize good payment platforms. However, the weakness of mobile commerce in relation to the e-economy may be due to the security of transactions online. Several students are still afraid due to cybersecurity issues and a lack of experience in its usage.

The findings on research question three revealed a negative perception among students regarding the impact of globalization on the e-economy. The results showed that students do not perceive the economy as experiencing globalization and expressed concerns about the lack of economic security. The study also found that students believe understanding globalization and its impact on the e-economy is essential for their future entrepreneurship endeavors and international trade.

The main findings of this study have significant implications for policymakers and educators. This highlights the need to incorporate the topic of globalization and e-economy into the curriculum to equip students with the necessary knowledge and skills to navigate the challenges of globalization. Also, suggested that policymakers need to address the concerns of students regarding the lack of economic security and the negative impact of globalization on the e-economy. This study negates the assertion by Eva and Anna (2021), who stated that globalization, buying and selling clarity, economic sharing requirements, and promotional requirements are not stagnant, causing a firm to contest and progressively demand requirements for exploitation. Regularly, businesses as well as individuals search for products online, and this promotes globalization in e-commerce. The world is becoming a global village, but when it comes to students at the level of entrepreneurship, it is still challenging. Goni (2023) stated that the entrepreneurship climate is changing, and it is becoming more difficult.

The final research question examined the relationship between e-mail. The results indicate a weak relationship between e-mail and e-economy, suggesting that students lack in-depth knowledge of e-mail marketing strategies and have limited exposure to e-economy practices. The findings have significant implications for education and training programmes aimed at enhancing entrepreneurial success among students. The final results indicated a weak relationship between e-mail and e-economy, suggesting that students lack in-depth knowledge of e-mail marketing strategies and have limited exposure to e-economy practices. The findings have significant implications for education and training programs aimed at enhancing entrepreneurial success among students.

The study's results suggest that universities and policymakers should prioritize the development of curriculum and training programmes that focus on e-marketing and e-commerce. This will enable students to acquire the necessary skills and knowledge to leverage e-mail marketing and e-economy for entrepreneurial success. This study is in line with the findings of Laudon and Traver (2018) and Studies conducted by Eva and Anna (2021) on the impact of globalization on the development of e-commerce and by Chen and Wang (2016) on trust development and transfer from electronic commerce to social commerce have identified areas that require improvement in entrepreneurship and e-commerce. The results indicate a weak relationship between e-mail and e-economy, suggesting that students lack in-depth knowledge of e-mail marketing strategies and have limited exposure to e-economy practices. The findings have significant implications for education and training programmes aimed at enhancing entrepreneurial success among students.

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5. CONCLUSION

This study examined the relationship between key components of e-commerce and the development of the e-economy, focusing on business education students in tertiary institutions in Kwara State. The findings revealed that social commerce, mobile commerce, globalization, and email marketing significantly influence the growth of the e-economy. These results underscore the critical role of e-commerce in driving economic advancement and highlight the need for business education students to acquire relevant digital and entrepreneurial competencies. The study further offers valuable insights for policymakers and stakeholders seeking to enhance participation in the e-economy. It provides a foundation for future research on digital entrepreneurship and economic transformation.

6. RECOMMENDATIONS

The following recommendations are made based on the findings of this study:

1. Social commerce should be maintained in entrepreneurship among students in Kwara State Universities.
2. The use of mobile commerce should be taught to business education students, that is, how to use smartphones to improve the e-economy.
3. Students of business education should be made aware of the globalized economy and how to make the best use of it.
4. The need to educate students on the globalized economy and how to utilize global opportunities for entrepreneurship and innovation.

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