

**THE ROLE OF DIGITAL INNOVATION SKILLS IN SHAPING  
ENTREPRENEURIAL READINESS AMONG COMMERCE STUDENTS  
AT THE UNIVERSITY OF MAKENI**

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**ABSTRACT**

Digital innovation skills are a key factor in entrepreneurial readiness amid rapid technological change. Research is limited in developing countries like Sierra Leone, despite extensive studies in developed economies. The study investigates the impact of digital innovation skills on entrepreneurial readiness among University of Makeni students. The study aimed to assess the link between digital innovation skills and entrepreneurial readiness, considering demographic and institutional factors. A mixed-methods research design was employed. Data were collected via surveys (120 students) and semi-structured interviews. Quantitative data were analyzed with SPSS (descriptive, correlation, regression), and qualitative responses were examined using thematic analysis. Demographics: 65% male, 35% female; majority aged 21–23 (45.8%). The analysis revealed that most students possessed moderate-to-high levels of digital innovation skills, and entrepreneurial readiness similarly clustered around moderate levels. The most significant finding was a strong positive correlation between digital innovation skills and entrepreneurial readiness ( $r = 0.82$ ,  $p < 0.001$ ;  $R^2 = 0.68$ ), indicating that digital skills accounted for 68% of the variance in readiness. Regression confirmed digital innovation strongly predicts entrepreneurial readiness. Digital innovation skills are central to entrepreneurial readiness in Makeni. Recommendations: add digital training to curricula, enhance institutional support, and create digital entrepreneurship policies. Future work should expand across disciplines and assess long-term impacts of digital skills on entrepreneurship.

**1.0 INTRODUCTION**

The entrepreneurial world is changing rapidly, shaped by the swift advancement of digital technologies (Jun et al., 2022). In today's digital economy, students are not only expected to understand traditional business concepts but also to develop the digital innovation skills needed to succeed in competitive and technology-driven environments (Jardim, 2021). This means that universities now face the challenge of going beyond theory-based teaching to ensure students gain the digital competencies that support creativity, adaptability, and entrepreneurial thinking (Prokopenko et al., 2024). This issue is even more pressing in developing countries such as Sierra Leone, where limited resources and infrastructure create additional barriers. At the University of Makeni, for instance, the commerce faculty must prepare students for conventional business careers while also helping them build the digital literacy and innovative mindset that are becoming essential for entrepreneurial success (Kamuriwo et al., 2024). Entrepreneurial readiness defined as the ability to recognize, assess, and act on opportunities to create value is now closely tied to digital skills (Ayelotan, 2024). Competencies such as using technology to solve problems, designing creative business models, and adapting to digital platforms are particularly important for students in regions aiming to diversify their economies and build sustainable growth (Ngoasong, 2018; Lingfu et al., 2025). Yet, even though the role of digital innovation is widely acknowledged, little research has examined its influence in resource-constrained settings like Sierra Leone (Lindsay, 2024). Most existing studies focus on developed economies or major entrepreneurial hubs, leaving important gaps in understanding how digital skills are applied in contexts where infrastructure and educational support are more limited (Mutula & Van Brakel, 2007; Brima & Sesay, 2019). At the University of Makeni, informal observations suggest that students may have basic digital literacy, but often struggle with the advanced innovation skills needed to translate knowledge into viable business ventures (Neumeyer et al., 2020; Mirhabibi et al., 2025). This uncertainty highlights the need to examine not only the influence of digital skills on entrepreneurial readiness but also the support structures that could strengthen this connection. The purpose of this study is therefore to explore how digital innovation skills shape the entrepreneurial readiness of commerce students at the University of Makeni, addressing a significant research gap and contributing both academic and practical insights.

This study offers value to different groups of stakeholders. From an academic perspective, it adds to the growing body of research on digital entrepreneurship education, particularly in the underexplored context of Sub-Saharan Africa (Chaudhuri et al., 2023; Udekwe & Iwu, 2024). From a practical standpoint, the findings will help educators, policymakers, and university leaders at UNIMAK identify which digital skills and forms of institutional support such as fostering a culture of learning and readiness for change are most effective in preparing students for entrepreneurship (Aboobaker & K. A., 2021; Binsaeed et al., 2023). For students themselves, the results can provide a useful framework for self-assessment, helping them recognize areas where they need to strengthen their entrepreneurial intentions and technology preparedness (Biclesanu et al., 2023; Aboobaker & K. A., 2023). It is important to note that the scope of this research is limited to commerce students at the University of Makeni. While the study uses a mixed-methods approach to ensure depth and reliability, the findings cannot be generalized to all higher education institutions in Sierra Leone. Moreover, entrepreneurial readiness is a complex concept influenced by many other factors outside the scope of this study, including cultural attitudes, financial access, and broader economic conditions (Simmons, 2021).

## Problem Statement & Digital Innovation Skills in Entrepreneurship

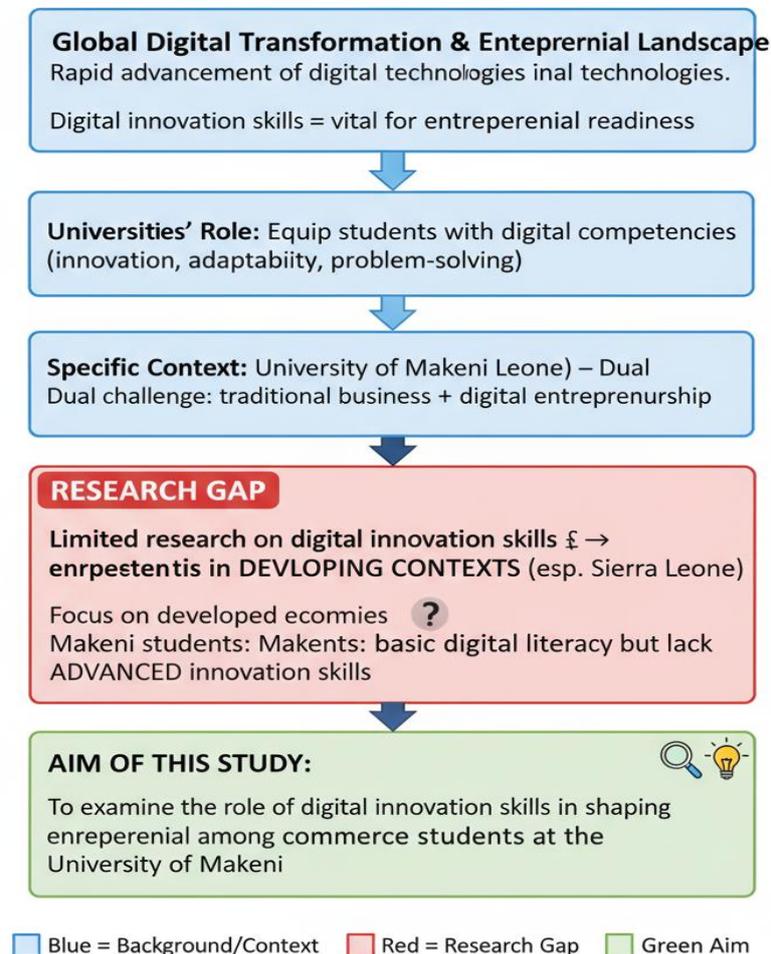


Figure 1 Overview of study

## 2.0 LITERATURE REVIEW

### 2.1 Digital Innovation Skills

Innovation skills are essentially the kinds of abilities that enable people to be creative in their work. These are typically a mix of cognitive (like the capacity for critical and creative thought), behavioural (like the capacity for problem-solving and risk management), functional (like the ability to write, read, and calculate), and technical (like research methods, project management, or IT engineering) skills. Digital innovation skills represent more than just the ability to use software as they are the competencies that allow individuals to leverage technology creatively to solve problems, spot opportunities, and build new ventures. As the business world becomes increasingly digital, these skills have shifted from being a bonus to a core component of a commerce graduate's toolkit (Jardim, 2021). They encompass practical abilities in areas like data analysis, digital marketing, and e-commerce management, but also extend to a deeper, more strategic mindset for using digital platforms to create value (Mancha & Shankaranarayanan, 2021). For students, developing these skills is directly tied to their future

agility and employability. Research suggests that when students are technologically self-efficacious and personally innovative, they are more likely to exhibit the innovative behaviour crucial for entrepreneurship (Aboobaker & K. A., 2023). In essence, digital innovation skills provide the tools to not just adapt to change, but to drive it. However, in developing contexts, the journey is often steeper. Studies highlight that in resource-scarce environments, the focus must be on developing specific entrepreneurial digital competencies that are feasible and relevant to the local market, moving beyond basic digital literacy (Ngoasong, 2018; Neumeier et al., 2020).

## 2.2 Entrepreneurial Readiness

Entrepreneurship involves creating or extracting economic value while typically assuming greater risks than traditional businesses. An entrepreneur is an individual who sets up or invests in businesses, bearing the associated risks and reaping the rewards. This process, known as entrepreneurship, entails designing, launching, and managing new businesses. Economically, the term refers to entities that convert inventions or technologies into marketable products and services, encompassing activities from both new ventures and established firms. Readiness is not defined by knowledge alone but also shaped by a one person attitudes, belief in their own abilities, and the support systems available to them (Ayelotan, 2024). This readiness often develops through practical learning, mentorship, and experiences that nurture confidence within higher education. A key factor in this process is self-efficacy. Research consistently demonstrates that students' belief in their ability to carry out entrepreneurial tasks strongly predicts their likelihood of actually starting a business (Biclesanu et al., 2023). This psychological capital is essential. For example, a study in Taiwan showed that students' entrepreneurial potential was closely linked to their digital readiness and exposure to innovative teaching practices (Huang, 2022). In developing economies, entrepreneurial readiness extends beyond individual ambition and can act as a driver of job creation and broader economic development (Simmons, 2021).

## 2.3 The Relationship between Digital Innovation Skills and Entrepreneurial Readiness

The purposeful application of contemporary technology to address business problems and boost productivity is known as digital innovation. Optimising corporate procedures, enhancing client experiences, and gaining a competitive edge through projects like augmented apps or AI diagnostics are some of the main advantages. Domino's is one example; during COVID-19, they enhanced their ordering app, which led to a rise in app orders. 93% of organisations today seek to implement digital-first strategies because they understand how important it is to do so in order to stay relevant. All business domains are affected by digital innovation, which enables application development in departments other than IT. It differs from digital transformation, which calls for comprehensive organisational change, even though digital innovation frequently initiates these changes. Innovation in products and services, internal operational improvements, and consumer interaction are the main focusses of successful initiatives.

The link between digital innovation skills and entrepreneurial readiness is widely acknowledged. Possessing digital competencies goes beyond strengthening a résumé; these skills reduce barriers to market entry, help entrepreneurs identify opportunities, reach customers, and operate more efficiently (Lingfu et al., 2025). For commerce students, digital

tools make classroom knowledge in areas such as finance or marketing more directly applicable. Evidence from different contexts reinforces this connection. In India, for example, digital knowledge and innovation capability were shown to mediate the influence of human capital on the development of entrepreneurial ecosystems (Chaudhuri et al., 2023). Similarly, Nigerian students who experienced technology integration reported feeling more prepared for careers in the modern economy (Chukwu & Kanu, 2024). Creativity also plays an important role, with ICT skills enhancing digital entrepreneurship through students' own perceptions of their creative capacity (Duong et al., 2024). Nevertheless, this relationship cannot be assumed universally. In countries like Sierra Leone, barriers such as limited e-commerce adoption and persistent digital divides mean that the presence of digital skills does not always lead to entrepreneurial readiness unless adequate institutional and infrastructural support is in place (Brima & Sesay, 2019; Lindsay, 2024).

## 2.4 Theoretical Lenses for Understanding the Relationship

Several theoretical perspectives provide insights into why digital innovation skills are critical for entrepreneurial readiness. From the Resource-Based View (RBV), an individual's unique skills and capabilities represent key assets. In this context, digital innovation skills function as valuable, intangible resources that students can use to gain an advantage in the market, thereby increasing their readiness to establish a venture (Zhen et al., 2021). The Theory of Planned Behavior (TPB) offers another explanation, suggesting that behavior is influenced by attitudes, social norms, and perceived control. Digital skills directly enhance perceived behavioral control, as students who feel confident using digital tools are more likely to believe in their ability to execute entrepreneurial plans (Putro & Takahashi, 2024; Aboobaker & K. A., 2023) also the Innovation Diffusion Theory highlights how individuals adopt and spread new practices. Students with strong digital competencies are more likely to be early adopters of emerging technologies and business models (Astuti & Nasution, 2014; Thomas et al., 2016).

## 2.5 Identifying the Gaps and Proposing a Path Forward

A lot of the evidence we have now got from industrialized economies. This makes it hard to appreciate the problems that smaller resource-poor universities in West Africa also having also with a scarcity of research by addressing advanced innovation abilities to entrepreneurial success numerous studies concentrate mostly on fundamental digital literacy. The impact of institutional elements, including mentorship, specialist training, and access to digital resources, necessitates more scrutiny (Mirhabibi et al., 2025; Kamuriwo et al., 2024). This out study utilizes a conceptual framework that designates Digital Innovation Skills as the independent variable and Entrepreneurial Readiness as the dependent variable to address these concerns. The model acknowledges that this interaction is intricate and indirect. This study also suggests that creativity, problem-solving abilities, and the acceptance of technology serve as mediating factors that influence the conversion of digital skills into readiness. Institutional support. The training and resources offered by the University of Makeni, is identified as a moderating element that may enhance or diminish the link. This framework can be seen in figure 2 offers a systematic approach to analyse the interplay between digital skills and entrepreneurial preparedness within the unique context of commerce students in Sierra Leone.



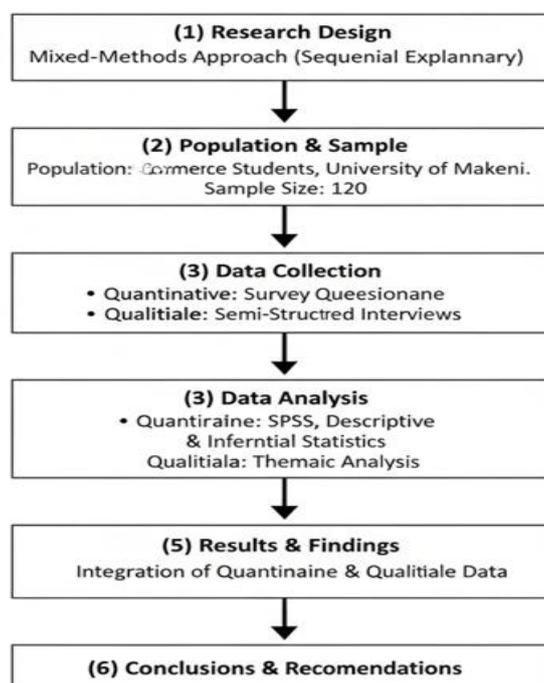
**Figure 2 Conceptual Framework of the Study**

Digital Innovative Skills, Creativity and Problem Solving, Technology Adoption, Institutional Support, Entrepreneurial Readiness

**3.0 RESEARCH METHODOLOGY**

This study adopted a mixed-methods research design by combining both quantitative and qualitative approaches to provide a comprehensive understanding of the role of digital innovation skills in shaping entrepreneurial readiness among commerce students at the University of Makeni. The mixed-methods design was considered appropriate because the quantitative component allowed for statistical measurement of relationships between variables. The qualitative component provided deeper contextual insights into the lived experiences of students. The surveys and interviews for this study ensured a more robust analysis that reduces the limitations inherent in relying on a single method.

**Research Methodology Flowchart**



## Figure 3 Research Methodological Flowchart

The study population consisted of commerce students enrolled at the University of Makeni. This population was chosen because commerce students are directly exposed to business education and are expected to develop entrepreneurial skills as part of their training. A total sample of 120 students was selected using stratified random sampling to ensure adequate representation of gender and age groups. This sample size was deemed sufficient to allow for meaningful statistical analysis while remaining manageable for qualitative inquiry. The sampling frame is summarized in Table 1 below:

**Table 1 Population and Sampling Frame**

Category	Sub-Group	Frequency	Percentage
Gender	Male	78	65%
	Female	42	35%
Age	18–20	30	25%
	21–23	55	45.8%
	24–26	25	20.8%
	27+	10	8.4%

This distribution reflects the actual demographic composition of the commerce faculty, which adds to the representativeness of the study. Two primary data collection methods were employed which include questionnaires and interviews. The questionnaire served as the main instrument for collecting quantitative data included closed-ended questions designed on a 5-point Likert scale to measure students' digital innovation skills and entrepreneurial readiness levels. The use of structured questionnaires enabled systematic data collection and facilitated statistical analysis using SPSS Software which is mostly used to do correlation, regression analysis for any study also semi-structured interviews were conducted with a subset of students to gather qualitative insights. These interviews explored students' perceptions of digital skill development that are barriers to entrepreneurial readiness, and the role of institutional support. The combination of structured survey data and rich interview narratives provided a more holistic understanding of the research problem.

The quantitative data from questionnaires were analyzed using SPSS (Statistical Package for the Social Sciences) software. Descriptive statistics is also used to summarize demographic profiles, digital skill levels and entrepreneurial readiness scores. Inferential statistics which include correlation and regression analysis. These were employed to test the relationship between digital innovation skills and entrepreneurial readiness. The qualitative data from interviews were analyzed through thematic analysis which involved coding transcripts, identifying recurring themes, and interpreting patterns in relation to the research objectives. This method was chosen because it allows for flexibility in capturing both expected and unexpected insights that enrich the quantitative findings. The questionnaire was pre-tested with a small group of students before full deployment. Construct validity was further supported by designing questions aligned with established measures of digital skills and entrepreneurial readiness found in prior literature. Expert feedback from faculty members also have been conducted that helped refine the survey items for clarity and relevance. Reliability was addressed by employing internal consistency checks. A coefficient above 0.7 was considered acceptable ensuring that the instrument consistently measured the intended constructs. For

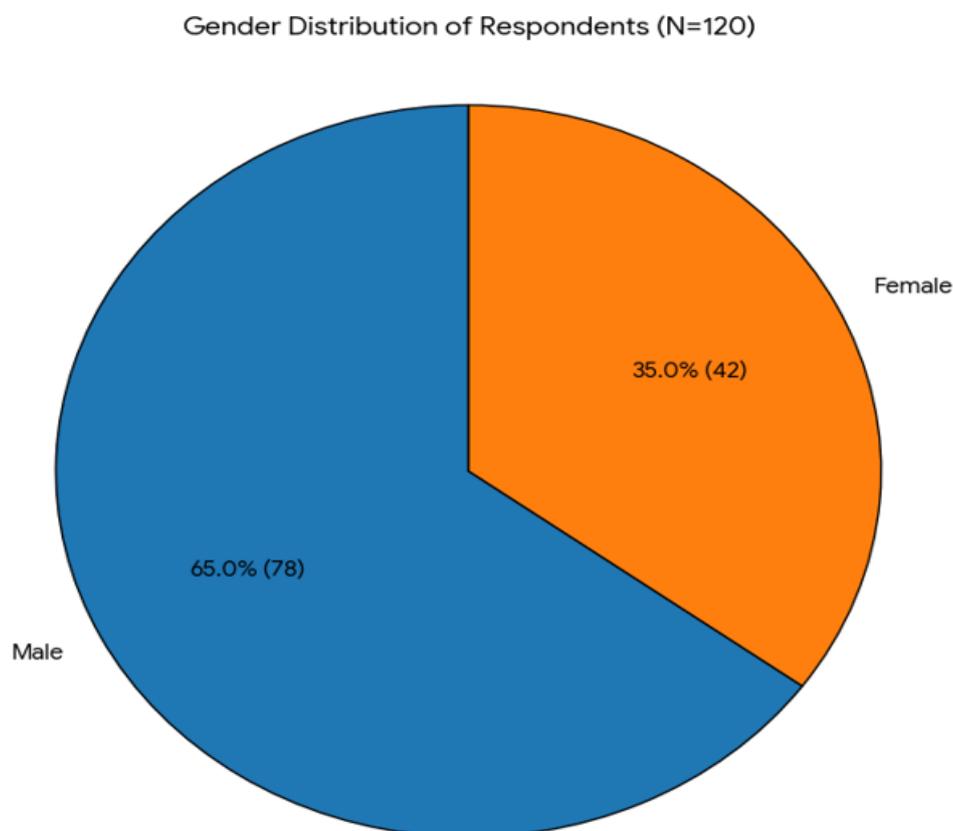
qualitative reliability the interview questions were piloted also the data coding was conducted for this study systematically to avoid researcher bias. Triangulation between quantitative and qualitative findings also enhanced overall credibility.

## 4.0 RESULTS

This study presents the findings of the study which explored the role of digital innovation skills in shaping entrepreneurial readiness among commerce students at the University of Makeni. The analysis is structured around demographic characteristics, levels of digital innovation skills, entrepreneurial readiness scores and the relationship between the two constructs. Both descriptive and inferential statistics are used to interpret the results by providing a comprehensive understanding of the research objectives.

### 4.1 Demographic Profile of Respondents

The study surveyed 120 commerce students. Table 2 provides a breakdown of respondents by gender and age categories. The results show that 65% (n=78) of the respondents were male, while 35% (n=42) were female. This reflects a male-dominated commerce student population at the University of Makeni, which may have implications for how digital innovation skills are developed and applied in entrepreneurial contexts.



**Figure 4 Gender Distribution of Respondents**

Age distribution, shown in Table 2 and illustrated in [Figure 4 Age Distribution of Respondents], indicates that the majority of participants (45.8%, n=55) were between 21–23 years. This is followed by 25% (n=30) in the 18–20 group, 20.8% (n=25) aged 24–26, and only 8.4% (n=10) aged 27 years or older. This suggests that most respondents are in the transitional stage from adolescence to early adulthood, a period often characterized by educational engagement, skill acquisition, and entrepreneurial exploration.

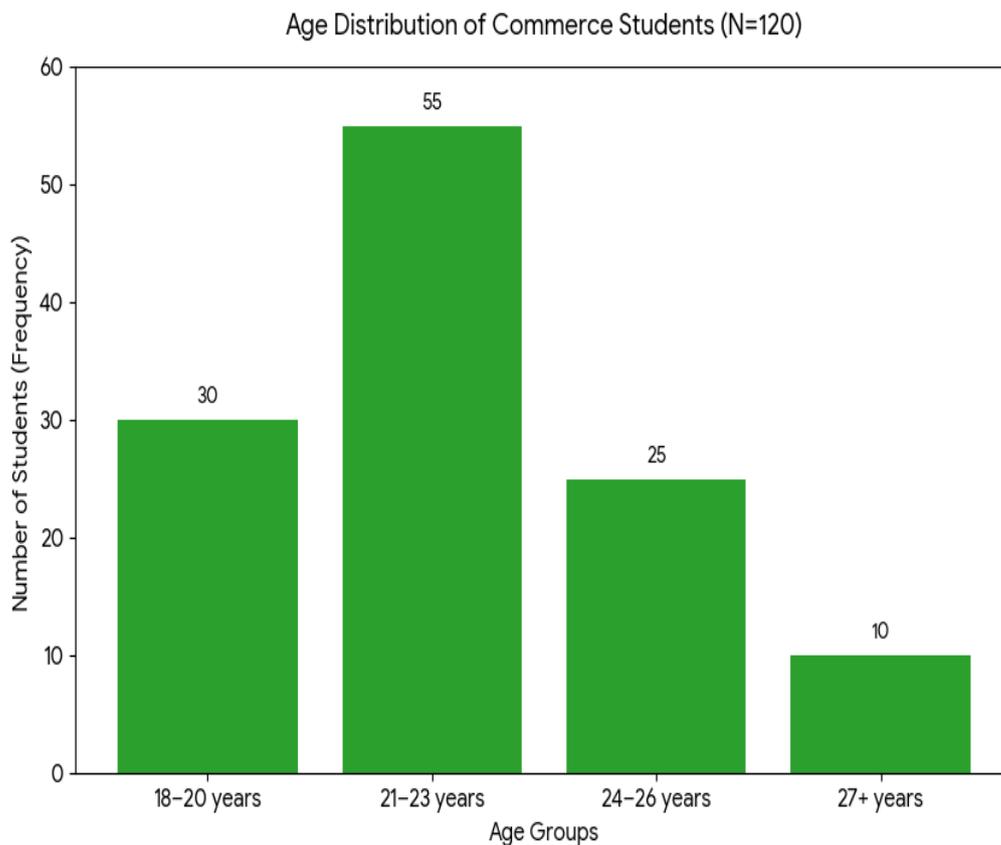


Figure 5 Age distribution of commerce Student

Table 2 Demographic Profile of Respondents

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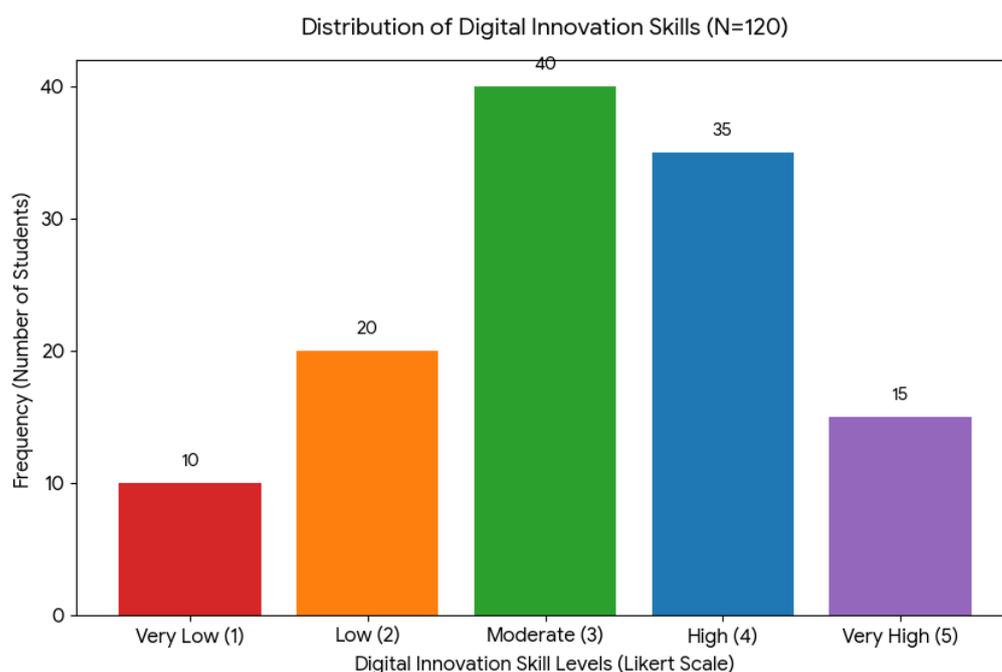
#### 4.2 Digital Innovation Skills

Table 3 presents descriptive statistics of digital innovation skills. Findings reveal that 33.3% of students reported moderate skill levels, 29.2% indicated high skills, and 12.5% reported very

high skills. Meanwhile, 16.7% described their skills as low and 8.3% as very low. Taken together, these results indicate that the majority of students possess at least moderate digital innovation skills, with a considerable portion demonstrating advanced competencies. This is further illustrated in Figure 5. Digital Innovation Skills Level Among Students, which highlights a skew towards moderate-to-high skill levels. These findings suggest that digital literacy and innovation are relatively strong among commerce students at the University of Makeni, potentially due to increasing integration of digital tools in both academic and personal domains.

**Table 3 Descriptive Statistics of Digital Innovation Skills (Likert 1–5)**

Skill Level	Frequency	Percentage
Very Low	10	8.3%
Low	20	16.7%
Moderate	40	33.3%
High	35	29.2%
Very High	15	12.5%



**Figure 6 Distribution of Digital Innovation Skills**

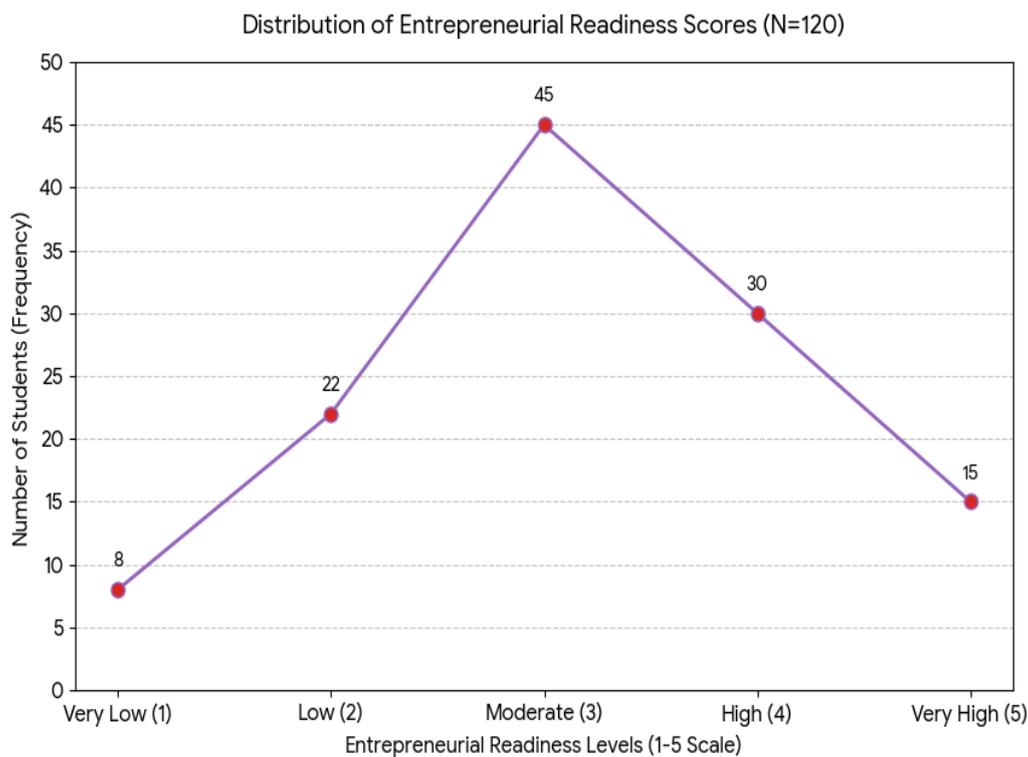
### 4.3 Entrepreneurial Readiness

The distribution of entrepreneurial readiness scores is shown in Table 4.3. Results indicate that 37.5% of respondents fell into the moderate category, 25% rated themselves as high, and 12.5% as very high. Conversely, 18.3% reported low readiness and 6.7% very low readiness. Figure 6 [Entrepreneurial Readiness Score Distribution] illustrates these findings, showing a concentration of students in the moderate-to-high readiness levels. This pattern suggests that

while many commerce students display entrepreneurial potential, there remains room for institutional initiatives to further enhance readiness.

**Table 4 Descriptive Statistics of Entrepreneurial Readiness (Likert 1–5)**

Readiness Level	Frequency	Percentage
Very Low	8	6.7%
Low	22	18.3%
Moderate	45	37.5%
High	30	25%
Very High	15	12.5%



**Figure 7 Distribution of Entrepreneurial Readiness Scores**

**4.4 Correlation Analysis**

The relationship between digital innovation skills and entrepreneurial readiness was examined using Pearson’s correlation. Table 4.4 summarizes the results, indicating a strong positive correlation ( $r=0.82$ ,  $p=0.000$ ) between the two variables, with an  $R^2$  value of 0.68. This means that approximately 68% of the variance in entrepreneurial readiness can be explained by variations in digital innovation skills. Figure 7 shows Digital Innovation Skills vs Entrepreneurial Readiness] visually demonstrates this strong linear relationship. These findings confirm the hypothesis that higher digital innovation skills significantly contribute to increased entrepreneurial readiness among commerce students.

**Table 5 Correlation Analysis Results**

Variables	Correlation (r)	Significance (p)	R <sup>2</sup> Value
Digital Innovation Skills vs Entrepreneurial Readiness	0.82	0.000	0.68

## 4.5 Regression Analysis

To further test the predictive capacity of digital innovation skills, a regression analysis was performed. The results, presented in Table 4.5, show that digital innovation skills have a significant predictive effect on entrepreneurial readiness ( $\beta=0.76$ ,  $t=9.45$ ,  $p=0.000$ ). This reinforces the conclusion that digital skills are not only correlated with but also predictive of entrepreneurial preparedness.

**Table 6 Regression Analysis Results**

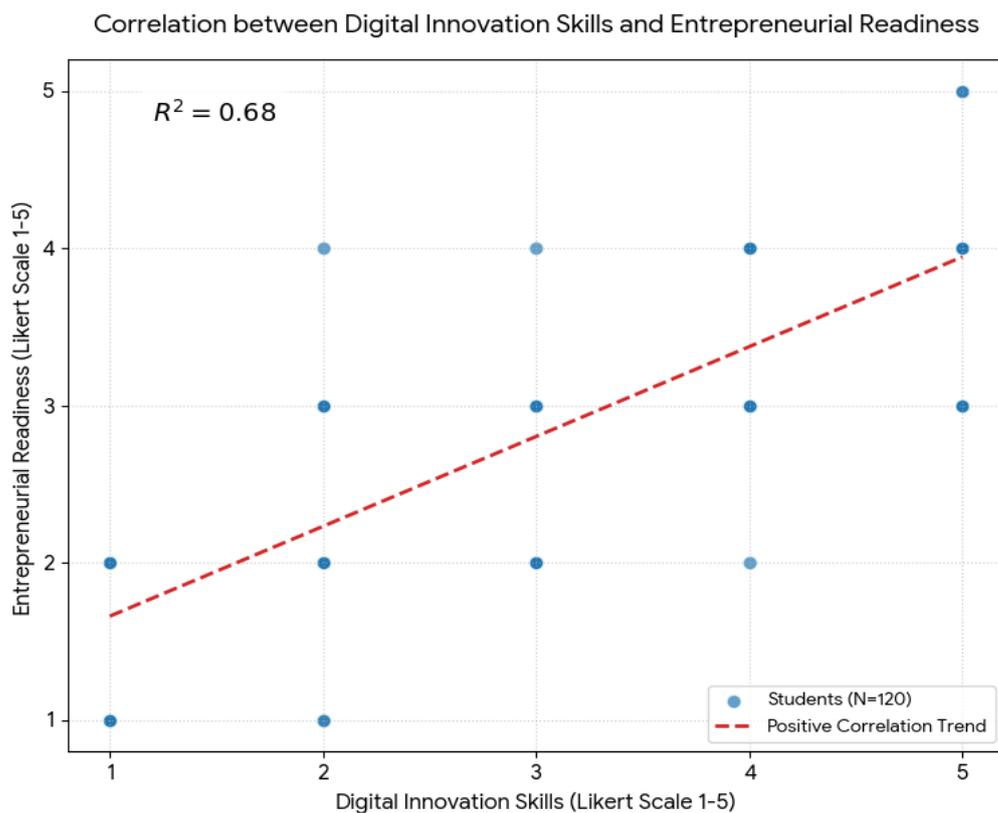
Predictor Variable	Beta ( $\beta$ )	t-value	p-value
Digital Innovation Skills	0.76	9.45	0.000

The results collectively highlight a demographic profile dominated by young male students, with most respondents exhibiting moderate-to-high levels of digital innovation skills. Entrepreneurial readiness follows a similar pattern, with the majority falling in the moderate-to-high range. The strong correlation and significant regression results confirm that digital innovation skills substantially influence entrepreneurial readiness. This finding aligns with this study list of hypotheses and underscores the importance of digital competence in modern entrepreneurial education.

## 5.0 DISCUSSION

The results confirm a strong link between these two areas while also offering insights that can inform teaching and policy in higher education, particularly at the University of Makeni. The demographic profile of respondents showed that most participants were male and fell within the age group of 21–23 years. This pattern is consistent with typical enrollment trends in commerce programs across many African universities. These details matter because earlier studies suggest that factors such as age and gender can influence both digital literacy and entrepreneurial orientation (Putro and Takahashi, 2024). Although this study did not explore demographic differences in depth, the balanced representation in the sample adds weight to the reliability of the findings by reducing the risk of bias. Descriptive results revealed that the majority of students demonstrated moderate levels of digital innovation skills, with fewer reporting very high or very low proficiency. Entrepreneurial readiness followed a similar pattern, clustering around moderate levels, with only about a quarter of students displaying high readiness. These patterns echo who found that while students often develop a basic awareness of entrepreneurship through formal education, many still lack the advanced skills required to confidently launch a business. Taken together, the results suggest that the challenge lies not in sparking initial awareness but in equipping students with the tools to turn academic knowledge into entrepreneurial action. The most important finding of this study was the strong positive correlation between digital innovation skills and entrepreneurial readiness ( $r = 0.82$ ,  $p$

< 0.001), with 68% of the variation in readiness explained by digital skills ( $R^2 = 0.68$ ). This is a particularly strong result, much higher than the moderate correlations typically reported in studies of entrepreneurial characteristics. It supports theoretical perspectives such as the Resource-Based View (Barney, 1991), which argues that unique skills and capabilities in this case, digital innovation competencies are key sources of competitive advantage and enable individuals to seize opportunities.



**Figure 8 Correlation Graph**

Comparisons with prior studies highlight the significance of this finding. Research in different contexts has shown that technological competencies enable students to identify opportunities, adapt to disruptions, and participate in innovation ecosystems. This study builds on that evidence by providing a quantitatively robust result within the specific context of commerce students in Sierra Leone. Interestingly, the findings differ from some research in Western settings, which found weaker correlations. A likely explanation is that in developed regions, where digital infrastructure is already widespread, digital skills are less scarce and therefore less decisive. While in developing contexts these skills may be more limited but also more valuable by making them a stronger driver of readiness. Regression analysis further reinforced this conclusion. Regression analysis also showing that students with higher levels of digital innovation skills were significantly more likely to demonstrate entrepreneurial readiness ( $\beta = 0.76, p < 0.001$ ). This regression analysis points to the practical importance of moving beyond generic business education and embedding advanced digital competencies such as data analytics, e-commerce management, and innovation-focused problem solving into

entrepreneurship curricula. As the researcher Shneor and Jenssen (2020) note, entrepreneurial ecosystems now depend heavily on digital capability as the backbone of venture creation. The implications for higher education are clear. At the University of Makeni, and more broadly across African universities, curricula need to integrate digital innovation training alongside traditional business modules. This shift would not only strengthen students' entrepreneurial readiness but also better prepare graduates for careers in rapidly digitalizing economies.

## 6.0 CONCLUSION

This study has explored how digital innovation skills shape entrepreneurial readiness among commerce students at the University of Makeni. The main objectives were to assess students' digital innovation skills, evaluate their entrepreneurial readiness, analyze the relationship between the two, and consider possible factors that might influence this relationship. Using a mixed-methods design with 120 respondents, the research produced insights that contribute both to academic understanding and to practical educational policy. The demographic results showed that most respondents were male (65%) and between 21–23 years old, a pattern that reflects enrollment trends within the commerce faculty. This profile provided a balanced basis for interpreting the findings. Descriptive analysis indicated that the majority of students had moderate digital innovation skills, with relatively few reporting either very high or very low competence. A similar pattern appeared for entrepreneurial readiness: most students scored at a moderate level, suggesting they recognize entrepreneurial opportunities but often lack the advanced skills or confidence to act on them.

The most notable finding was the strong positive correlation between digital innovation skills and entrepreneurial readiness. With a correlation coefficient of  $r = 0.82$  and an  $R^2$  of 0.68, the results show that nearly 68% of the variation in entrepreneurial readiness can be explained by differences in digital skills. In other words, students with stronger digital competencies were far more likely to demonstrate readiness for entrepreneurship. Regression analysis confirmed this, highlighting digital skills as a key predictor of entrepreneurial preparedness. Taken together, these findings show that digital competencies are not just an extra asset but a core requirement for entrepreneurial potential in higher education. This study offers three significant contributions. First, it shows clearly how digital innovation skills are linked to being ready to start a business in a developing country, which is an area that hasn't gotten much attention. Second, it shows that the students' current moderate skill levels are not high enough for them to be successful entrepreneurs. Third, it makes a big deal out of how important universities are for growth based on new ideas and how important it is for them to help close this gap.

These results have big effects on universities, lawmakers, and students. There is a clear need for universities, especially the University of Makeni, to add more digital innovation to their classes. This should include more than just basic digital skills. It should also include more advanced skills like e-commerce, data analysis, design thinking, and using technology to solve problems. Students can get real-world experience with what they learn at places like entrepreneurship labs, incubators, and collaborative digital platforms. The results show policymakers how important it is to invest in digital education infrastructure and get universities, businesses, and tech companies to work together. National policies should also promote entrepreneurship education as a way to make the economy more diverse. Digital innovation is another way to help businesses compete better in both local and global markets. This study gave us a lot of useful information and points out a number of areas for future

research. It would be easier to compare schools in Sierra Leone and West Africa if students from other faculties or universities were included. Longitudinal studies could keep track of how digital innovation skills change over time and how they affect business outcomes after graduation. Future studies may look at other factors, such as cultural attitudes, financial accessibility, or institutional policies, to get a better picture of what makes someone ready to start a business. Finally, experimental studies that look at specific interventions, such as digital innovation training programs, could give us stronger proof of cause-and-effect relationships and the effectiveness of targeted strategies.

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