

Investigating into the Strategies of Enhancing Entrepreneurial Skills using ICT among Students of Higher Learning in Ikot Ekpene Senatorial District.

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Abstract

The study investigated into enhancing entrepreneurial skills using ICT among students of higher learning in Ikot Ekpene senatorial district, Akwa Ibom State. The population of this study comprised all final year students that have been exposed to business and computer studies in Akwa Ibom State Polytechnic, Federal Polytechnic and Ritman University. The study adopted correlational survey design, while multi-stage sampling technique was used to select a sample size of nine hundred (900) final year students as respondents. The study made use of two instruments for data collection tagged “Use of Information and Communication Technology Questionnaire” (UICTQ) and “Enhancing Entrepreneurial Skills Questionnaire”(EESQ) which were administered to the respondents. Data collected was analysed using descriptive statistics, independent t-test analysis and analysis of repeated measure. From the data analysed, results showed that there is significant difference in the awareness of students in the use of ICT in institutions of higher learning in Ikot Ekpene senatorial district. It also revealed that, there is significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students. Based on the findings, it was recommended that in order to achieve continuous improvements of entrepreneurial competencies, learning should be implemented effectively. Also, educators should introduce ICT into entrepreneurship education which would be used to meet the market demands and to provide the students with the set of competencies needed for global challenges.

Keywords: ICT, Entrepreneurship

Introduction

Entrepreneurship has been in existence for decades, and is often used extensively in everyday conversation and as a common term in the field of Management and Economics. According to Wickham (2004), entrepreneurship originated in France during the seventeenth century. In Nigeria, entrepreneurship development existed even before the coming of the colonial

masters; most people in the rural and urban communities have started transacting businesses and maximizing profit in their own little ways without calling it entrepreneurship. Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully (Suleiman, 2006). The entrepreneurship spirit is a prerequisite to an entrepreneurial society and culture. This spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Nwangwu (2006) that states that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. In the words of Dangote as stated by Odjegba (2005) entrepreneurship is built on vision, focus and determination.

Researchers increasingly believe that investment in ICT and the existence of appropriate ICT support tools make it possible to create some kind of a knowledge repository and foundation for knowledge and learning management at different levels of human interaction (personal, community, society) (Banker 2003). ICT also allows for teaching the younger generations and for making them aware of ICT tools which might increase their employability or self-employment capabilities. Nowadays, almost all youngsters have basic knowledge about the computers which make it easier to teach them about ICT tools. Modern ICT could be used as a mean to establish connections between the business and higher education sector. It represents an important opportunity to provide young people with business competencies and entrepreneurship education. Entrepreneurship education involve learning of a variety of business related competencies such as improvements of decision-making skills or skills to access information and using different ICT tools for creating a better working space (DeFaoite et. al. 2003). Entrepreneurship education enables students to be properly equipped with additional knowledge, attributes and capabilities with the aim of using these abilities in setting up enterprises or business. The ultimate goal is to be able to function effectively as an entrepreneur or in an entrepreneurial capacity (Wilson, 2012).

Statement of Problem

The Nigerian society is faced with challenges of unemployable graduates from Higher Institutions of learning. It is a fact that employability is the ability to acquire sustainable employment appropriate to one's qualifications. This situation is also observed as being common to Akwa Ibom State graduates. More so it is noted that there is lack of delivery of entrepreneurial skills through innovative learning strategies. The instructional delivery method common to these higher institutions make learners to passively accept the training without being actively involved in the learning process critically. These students are dormant and are not well prepared towards becoming entrepreneurs as they are not given enough exposure in the use of ICT which is the very tool for enhancing entrepreneurial skills. Institutions of Higher learning had been viewed as one of the versatile platform or the foundational training ground for youths who are the future leaders, stakeholders and work –force of the society. Lack of awareness on the part of the students who are not well informed on the need for acquiring employable skills that will make them good entrepreneurs, which will enhance their relevance in the job market, with respect to e-commerce, e-advertising and e-marketing as tools for enhancing entrepreneurial skills of students in institutions of higher learning in Akwa Ibom State is a very prominent problem. It is on this ground that this research is carried out to assess the use of information and communication technology (ICT). With the current development and advancement in technology it is therefore

pertinent that the Entrepreneurship education in higher institution must have a global identity and application through the use of ICTs.

Objectives

1. Determine the awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene Senatorial district.
2. To determine the relationship between the use of ICT and enhancing of entrepreneurial skills among graduating students.

Research Questions

1. What is the level of awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district?
2. What relationship exists between the use of ICT and enhancing entrepreneurial skills among graduating students?

Hypotheses

The following hypothesis will be tested:

1. There is no significant difference in the awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district.
2. There is no significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students.

Literature Review

Theoretical Framework: Theory of entrepreneurship education, (Mar, 1991)

Various theories of entrepreneurship have been propounded by thinkers as they help to comprehend the phenomena better. The entrepreneur is not (necessarily) the one who invents new combinations, but the one who identifies how these new combinations can be applied in production. This line of reasoning implies that a business owner is considered an entrepreneur only if he is carrying out new combinations. The entrepreneur moves the economic system out of the static equilibrium by creating, new products or production methods thereby rendering others obsolete.

Contemporary issues in education and economic development are dominated by three main theories, namely: the human capital, the modernization and the economic dependence theories (Okojie 2008). While human capital theory emphasizes that education increases the productivity and efficiency of workers by increasing the level of their cognitive skills, the modernisation theory focuses on how education transforms an individual's value, belief and behaviour with exposure to modernising institutions such as schools, factories and the mass media, and thereby inculcating the values and attitudes. The dependence theory arose from Marxist conceptualizations based on the dynamics of the world system that structure conditions for economic transformation in both the core and the periphery of the world economy (Okojie 2008). Thus, the proponents argue that the prevalence of foreign investment capital, the presence of multi-national corporations, concentration on exporting of primary products and the dependence on imported technologies and manufactured goods, constrain long-term economic

development. The theory has tended to make people more cautious and skeptical about the presumed positive economic impact of education. The implication of this theory is that the students will see the need of learning with ICT through social means to develop them entrepreneurially. That is why both the teachers and students will find this theory useful to them in their daily teaching and learning.

Conceptual Review

Entrepreneurship education

Entrepreneurship education which has recently gained wide popularity means different things to different educators. Kourilsky, (1995) defines entrepreneurship education as opportunity, recognition, marshalling of resources in the presence of risk and building a business venture. Bechard and Toulouse, (1998) defines it as a collection of formalized teachings that informs, trains, and educates anyone interested in business creation or small business development. Entrepreneurship education is perceived not only as a career opportunity but as a way of upgrading a young person's abilities to succeed as an employee as well as an entrepreneur. The implication therefore is that the overall purpose of entrepreneurship education is the development of expertise as an entrepreneur. It is the process of providing individuals with the ability to recognize business opportunities, the insight, the zeal, the knowledge, the courage and skills to act on them.

The essence of introducing entrepreneurship training is to equip the students with necessary skills and mindset required for successful entrepreneurship. It is also to instill in the students the self-confidence and assurance required for launching a business. Nwangwu (2007) argues that the failure of tertiary education to inculcate self-reliance in the students have led to wastage of both human and natural resources. Tertiary education is the education provided after secondary education either in universities, colleges of education, monotechnics and polytechnics including those offering correspondence courses. Omolayo (2006) points out that university education was in the past oriented towards making graduates suitable for only white collar jobs. This underscores why many university graduates roam the streets in search of non-existing white collar jobs. Omolayo (2006) further pointed out that Nigerian universities should stimulate economic growth through a deliberate agenda of production of entrepreneurial graduates.

For education to be worth anything in the contemporary world, it needs to impart skills-useable skills. Functional education is that which is imparted on the individual to prepare him/her to face the challenges of achieving the national goals of the country. It is the kind of education that comes spontaneously from the influence of the environment. It is based on the needs of learners; it promotes initiative, flexibility, responsibility and enterprise (Malieu, 2006). The objective of functional education is to conduct training for people who will undertake various social and economic tasks in order to reach the goal of reducing poverty and improving the quality of life (Aluwong, 2010).

Ultimately, Shai (2009) came out with a three components categorization of Entrepreneurship Education curriculum considered comprehensive enough to equip the products of the school system with the needed skills and capacities of future life.

Personal and Business Development – it should build confidence, motivate progress, strengthen the entrepreneurial mindset, foster a desire to achieve and inspire action. Also, technical, financial literacy and skills to engage in self-employment and in entrepreneurship that can lead to self-improvement should be developed. This will include the expected business and functional curricula.

Entrepreneurial skills development – it should provide training in social skills, networking, creative problem – solving, opportunity seeking, interviewing, presentations, group leadership,

community cooperation, seeking dealing with bureaucracy, local cultural norm and how they affect business etc. Every entrepreneurship curriculum must have the above as its integral elements so as to provide the students with the cherished skills and capacities that can make them self-sufficient and highly productive in the society.

The benefits of entrepreneurship education

The study of entrepreneurial education has never been as important as it is today when the world is confronted with big challenges that extend well beyond the global economy. It has also been spurred by the realization of the extent to which the phenomenon serves as a key factor in economic development. Some of the profound benefits of entrepreneurship education include the following:

1. Aids the Realization of Goals of Education

The target of education across nations today is the programme of inclusive education. The place of entrepreneurship education in the realization of this programme cannot be over-emphasized. As established earlier, entrepreneurship education motivates students and sustains their interest, their individual problems and challenges notwithstanding. As a result, they develop great interest in school subjects and consequently benefit from education.

2. Increasing Economic Competitiveness

In the world especially in the face of the global economic meltdown, the establishment of industries capable of creating jobs and wealth has come to be an index and cornerstone for the future economic growth of any nation. Only persons who are greatly skilled in entrepreneurship can establish and sustain such industries. The benefit of entrepreneurship in this area stems from the fact that contrary to conventional wisdom that people are born entrepreneurs, research has shown that this is not so. As observed by Gottlieb and Ross (1997) entrepreneurs are made and not born and elements of entrepreneurship can be taught and learnt. The expansion of training and educational opportunities for desiring entrepreneurs therefore affords them benefits that would enhance their level of economic competitiveness.

3. New Programme of Study

Entrepreneurship education is also beneficial to mankind as it provides a new programme of learning for research and teaching. Entrepreneurship education additionally offers more practical teachings in acquisition of skills relevant to the needs of the changing environment. This is as opposed to the traditional business studies which though well attended simply emphasises large corporation over the small or start-up ventures. It is for these reasons that demand for entrepreneurship education by youths has been accelerated. Damien (2005), asserted that the rise of programmes in entrepreneurship education has been fuelled by unprecedented student demand as students look for a style of business education that will provide them with transferable skills. This incorporates the earlier finding of Porter, (1994) that entrepreneurial education emphasizes imagination, creativity and risk-taking in business whereas traditional business schools tend to over-emphasize quantitative and corporate techniques at the expense of more creative skills.

4. Poverty Alleviation and Economic Growth

Entrepreneurship empowers people to take advantage of opportunities for wealth creation, enthrone a system of incentives that reward handwork, discourage, condemn and punish corruption. By so doing the people especially youths are enabled to create opportunities for employment and consequently income. The generation of income leads to savings and investment including the establishment of industries and companies which are key factors or indices of economic growth.

The challenges of entrepreneurship education in Nigeria

As stated by Shai (2009), despite the profound benefits of entrepreneurship education, it is still not fully blown in Nigeria. The problems that hinder the development of entrepreneurship education in Nigeria include finance, inadequate equipment and technology, economic pressure from parents, education, entrepreneurial Attitude, cultural Barriers and research and Linkages.

1. Finance

There is need for substantial funds for teaching in practical terms for entrepreneurial education. Financing start-ups and expansion of business ventures in order to produce successful entrepreneurs is essential. These funds could come from internal sources like personal savings, financial support from friends, relations, traditional co-operative groups and societies or externally from institutions like banks, government agencies and nongovernmental organizations. These sources do not guarantee funds for youths start-up and business expansion.

2. Inadequate Equipment and Technology

As stated by Odjegba (2005), the cost of equipment is quite high and cannot be offered by most Nigerians especially young graduates. This makes for difficulty in development of entrepreneurship as technology is closely related to entrepreneurship. It therefore calls for a need for the provision of affordable technologies.

3. Economic Pressure from Parents

There is often great pressure from some Nigerian parents who prefer their children making money in the short term over long term benefits of education. This makes it difficult for youths to devote enough time required for training in entrepreneurship. It is also as a result of such pressures that Nigeria is faced with a high rate of child labour without any skill in entrepreneurship, (Suleiman, 2006).

4. Education

Entrepreneurship demands a talented workforce. Our system of education fails to provide the necessary foundation for such a work force. Our schools up to the tertiary level presently do not have a well-developed curricular that emphasizes initiatives to increase accountability, (Malieu, 2006).

5. Entrepreneurial Attitude

The wealth resources and rich endowment of mineral resources for Nigeria have largely allowed the Nigerian populace and even the government to be complacent. A great majority of the Nigerian people has utopian ideas; live in affluence in some cases more imaginary than attained. Since it is believed that there is a strong climate for entrepreneurs, there is therefore little or no

worry about entrepreneurship education. The necessary drive for an entrepreneur is not there and this leads to poor performance in entrepreneurship. Supporting this view is the assertion by Akpa (2007) that an average entrepreneur is rugged and aggressive.

6. Inadequate Infrastructural Facilities

Due to inadequacy of facilities like good roads, electricity, access to information, and water supply etc. there is increased problem confronting the development of entrepreneurship education. There is difficulty of communicating ideas and without these facilities entrepreneurship cannot be fully blown.

7. Cultural Barriers

Entrepreneurship requires a culture that respects risk taking. Without the willingness to take risks it is not possible to create value from knowledge. The culture of risk taking in Nigeria needs to be properly addressed in view of its diverse cultures which often cause a barrier to investments.

8. Research and Linkages

Success in entrepreneurship depends critically on openness and linkages with innovation systems which depend both on local environment and global connectedness. The level of linkages between our research centers and universities with the outside world is still not fully developed. This linkage is highly essential for entrepreneurship to thrive (Malieu, 2006).

Information and communication technology equipment and entrepreneurship education of students

The roles played by information and communication technology in the entrepreneurial development of students cannot be over emphasized. Information and communication technology has been seen as very useful equipment for effective preparation of student for skill development and future employment. With the introduction of information technology in teaching entrepreneurship education, emphases are placed on practicable teaching methods that are more useful in vocational and technical training and the experiencing of realities in the course of learning.

Early Entrepreneurship started with trade by barter even before the advent of any form of money. With colonial masters Modern Entrepreneurship came into place which relegated the Nigerian entrepreneur to the position of middleman ship by becoming retailers of wears and items of the colonial masters. Also, with the inception of formal education Nigerian became employed in civil service and less attention was given to entrepreneurship thereby increasing the dependence on the colonial masters and their products. United African Company (UAC) being substantially responsible for import and export trade had a policy of dealing directly with producers and rejected the use of services of Nigerian entrepreneurs. The rejection of these services by these expatriates inhibited the expansion and acquisition of the necessary skills and attitude of the local business men. This had a negative result on entrepreneurship in Nigeria which slowed down many entrepreneurs who either folded up or were demoralized. However with more awareness through education and the fact that the government could not employ more school leavers, economic programmes were established to encourage individuals to go into private businesses.

As stated by Nwangwu (2006), ICT can be used to enhance entrepreneurship education via the following:

E-Advertising

This is usually done using blogs, goggle, facebook, whatsapp, BBM, skype, twitter and E-mails or even using or creating personal website where goods and services can be advertised to millions of online customer all over the world. If this is in incorporated into entrepreneurship education, it will enable the individual to be a global marketer of his or her goods and services.

E-Marketing

According to National Policy on Education (NPE), (2004) e- marketing enhances global competitiveness which enables one to be well informed about services thereby making contributions for further improvement. ICT incorporated into entrepreneurship education will help prepare students for successful and eventual leadership in the new global market place. This is the responsibility of the educational institution today which shows that there is need for education to be geared towards inculcating skills and competencies necessary for self reliance, capacity building and national development (Hynes & Richardson, 2007).

Research Methodology

Research Design

Correlational survey design was used for this study.

Area of the Study

The study area was Ikot Ekpene senatorial district, Akwa Ibom State.

Population of the Study

The target population for this study will be all final year students of the three categories of institutions of higher learning (university, polytechnics and colleges of agriculture).

Sample and Sampling Technique

In this research a proportionate stratified sampling technique was used to select a sample size of one thousand two hundred (1,200) final year students of the three institutions of higher learning in Ikot Ekpene senatorial district, Akwa Ibom State.

Instrument for Data Collection

The instrument used for the study was a questionnaire tagged "ICT Utilization and Entrepreneurship Education Enhancement Questionnaire, (IUEEEQ).

Validity of the Instruments

The instrument was subjected to face and content validation by experts in test, measurement and evaluation.

Reliability of the Instrument

The responses in the questionnaire were coded and treated with Cronbach Alpha statistics to examine the consistency of the instrument.

Method of Data Collection

The instruments were administered to the respondents via direct delivery method.

Method of Data Analysis

Descriptive statistics, independent t-test analysis and analysis of repeated measure were used for the analysis. The result was tested for significance at 0.05 alpha level.

RESULTS AND DISCUSSION

Research Question One

The research question sought to find out the level of awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district.

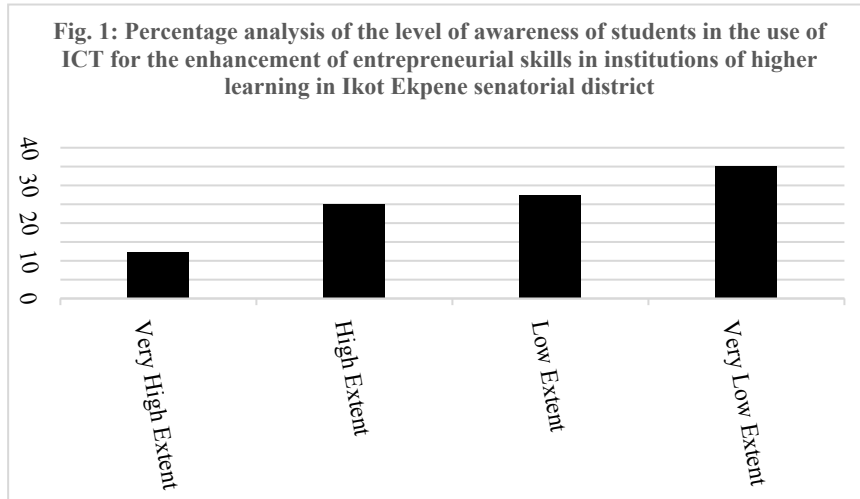
Table 1: Percentage analysis to find out the level of awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district

Level of Awareness	Freq.	Percentage (%)
Very High Extent	147	12.25
High Extent	302	25.16667
Low Extent	328	27.33333
Very Low Extent	423	35.25
Total	1200	100

SOURCE: Field survey

** The highest percentage frequency

* The least percentage frequency



SOURCE: Field survey

The above table 1 and fig. 1 presents percentage analysis of the level of awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district. From the result, it was observed that the highest percentage 423(35.25%) of the respondents affirmed that the level of awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district is very low, second to the highest percentage of respondents in the list was 328(27.33%) of them who said it is low. Thirdly 302(25.17%) of the respondent stated that it is high, while the least percentage of respondents, 147 (12.15%) said it is very high.

Research Question Two

The research question sought to find out the relationship between the use of ICT and enhancing of entrepreneurial skills among graduating students. In order to answer the research question, Pearson Product Moment Correlation analysis was performed on the data collected as shown in Table 2.

**Table 2:
 Descriptive statistics of the relationship between the use of ICT and enhancing of entrepreneurial skills among graduating students**

Variable	N	Arithmetic mean	Expected mean	r	Remarks
Use of ICT		15.25	12.5		
Enhancing of entrepreneurial skills	1200	11.83	12.5	0.92*	*Strong to Perfect Relationship

Source: Field Survey

Table 2 resents the result of the Pearson Product Moment Correlation analysis of the relationship between the use of ICT and enhancing of entrepreneurial skills among graduating students. The two variables were observed to have strong to perfect relationship at 92%. The arithmetic mean for use of ICT (15.25) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards enhancing of entrepreneurial skills (11.83) was observed to be lower than the expected mean score of 12.5. The result therefore means that there is remarkable relationship between the use of ICT and enhancing of entrepreneurial skills among graduating students.

HYPOTHESIS TESTING

Hypothesis Testing

Hypothesis 1

The null hypothesis states that there is no significant difference in the awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district. (See table 3)

Table 3

Chi-square analysis of the difference in the awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district.

Gender	Observed Freq	Expected Freq	X ²
Very High Extent	147	300	131.09*
High Extent	302	300	
Low Extent	328	300	
Very Low Extent	423	300	
TOTAL	1200	1200	

***Significant at 0.05 level; df = 4; Critical = 9.49**

Table 2 shows the calculated X²-value as (131.09). This value was tested for significance by comparing it with the critical X²-value (9.49) at 0.05 levels with 4 degree of freedom. The calculated X²-value (131.09) was greater than the critical X²-value (9.49). Hence, the result was significant. The result therefore means that there is significant difference in the awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district.

Hypothesis Two

The null hypothesis states that there is no significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students. In order to test the hypothesis regression analysis was performed on the data, (see table 4).

Table 4: Regression Analysis of the relationship between the use of ICT and enhancing entrepreneurial skills among graduating students

Model	R	R-Square	Adjusted Square	Std. error of the Estimate	R Square Change
1	0.92 ^a	0.85	0.85	0.86	0.85

***Significant at 0.05 level; df= 1198; N= 1200 critical R-value = 0.062**

The table shows that the calculated R-value 0.92 was greater than the critical R-value of 0.062 at 0.5 alpha level with 1198 degree of freedom. The R-Square value of 0.85 predicts 85% of the influence of language acquisition on effective learning of English topical vocabulary. This rate of percentage is highly positive and therefore means that there is significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students. It was also deemed necessary to find out the extent of the variance of each case of independent variable (use of ICT) as responded by each respondent (see table 5).

Table 5: Analysis of variance of the relationship between the use of ICT and enhancing entrepreneurial skills among graduating students.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5038.51	1	5038.51	6809.02	.000b
Residual	886.49	1198	0.74		
Total	5925.00	1199			

The above table presents the calculated F-value as (6809.02) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that there is significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students.

Discussion of Findings

The result of the data analysis in table 3 was significant due to the fact that the calculated X²-value 131.09 was greater than the critical X²-value of 9.49 at 0.5 alpha level with 4 degree of freedom. The result therefore means that there is significant difference in the awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district. The significance of the result is in agreement with the findings of research experts and authors. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

The result of the data analysis in table 4 was significant due to the fact that the calculated R-value 0.92 was greater than the critical R-value of 0.062 at 0.5 alpha level with 1198 degree of freedom. The R-Square value of 0.85 predicts 85% of the significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students. The result therefore means that there is significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students. The significance of the result is in agreement with the findings of Hynes & Richardson, (2007), who stated that ICT incorporated into entrepreneurship education will help prepare students for successful and eventual leadership in the new global market place. This is the responsibility of the educational institution today which shows that there is need for education to be geared towards inculcating skills and competencies necessary for self reliance, capacity building and national development. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

Conclusion

From the findings of the study, it was revealed that there significant difference in the awareness of students in the use of ICT for the enhancement of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district. It was also concluded that the use of ICT significantly relates with the enhancement of entrepreneurial skills among graduating students.

Recommendations

Having reviewed related literatures and taking a personal study, the researcher deemed it necessary to submit the following recommendations:

To achieve continuous improvements of entrepreneurial competencies, learning should be implemented effectively. Ultimately, educators should introduce ICT into entrepreneurship education which would be used to meet the market demands and to provide the students with the set of competencies needed for global challenges. As pointed out by Omolayo (2006), Nigerian universities should stimulate economic growth through a deliberate agenda of training and production of entrepreneurial graduates to equip our society.

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