

# THE INDICES OF ICT ENHANCED ENTERPRENEURIAL SKILLS AND SELF-RELIANT ATTITUDE AMONG BUSINESS STUDIES STUDENTS IN SECONDARY SCHOOLS IN AKWA IBOM STATE: A PARADIGM SHIFT FOR LIFELONG LEARNING

BY

STELLA INIOBONG UFOT, Ph.D

AND

EMEM MONDAY GEORGE  
DEPARTMENT OF BUSINESS EDUCATION  
COLLEGE OF EDUCATION AFAHA NSIT  
AKWA IBOM STATE

## ABSTRACT

*This study examined the indices of ICT enhanced entrepreneurial skills and self-reliant attitude among business studies students in secondary schools in Akwa Ibom State as a paradigm shift for lifelong learning. A correlational survey design was used for this study. The study area for this research was Akwa Ibom State. The target population for this study comprised all the JS2 business studies students in public secondary schools in Akwa Ibom State with an estimate of Ten Thousand Five Hundred (10,500). The proportionate stratified sampling technique was used to select 5 local government areas at random from each of the 3 senatorial districts. From each local government areas 4 schools were picked and from each of those schools, 25 JS2 students were chosen. This gave a total of 1,500 JS2 business studies students in secondary schools in Akwa Ibom State which formed the sample size of this study. The researchers used an instrument tagged 'Entrepreneurial Skills and Self-Reliant Attitude Questionnaire' (ESSAQ) for the study which were distributed to 1500 JS2 students from which 1475 questionnaires were retrieved as correctly filled in and used for this analysis. The instrument was subjected to face and content validation by 3 experts (2 in business education and 1 in test, measurement and evaluation. The reliability coefficient obtained was 0.83, and this was high enough to justify the use of the instrument. Independent t-test and Pearson Product Moment Correlation (PPMC) analyses were used in testing the hypotheses. The result of the findings revealed that there is significant difference in the extent of development of self-reliant attitudes, possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary school in Akwa Ibom State. It also revealed that there was a significant relationship between possession of the common traits for development of Entrepreneurial skills using ICT and self-reliant attitudes among the students. The study also revealed that there is a significant relationship between possession of the rational for achieving entrepreneurial skills using ICT and self-reliant attitudes among the students. Finally it was observed that there is significant relationship between acquaintance of the pertinent factors for developing entrepreneurial skills using ICT and self-reliant attitudes among the students. The study concluded that the integration of ICT into entrepreneurial education has become essential in fostering self-reliant attitudes among students, particularly in business studies in Akwa Ibom State. One of the recommendations made was that the government and relevant stakeholders should provide adequate ICT facilities in secondary schools for effective use. Such facilities include high-speed internet, computers, software tools, and other relevant technological resources that can support entrepreneurial education*

**KEYWORDS:** Indices, ICT Enhanced Entrepreneurial Skills, Self-Reliant Attitudes, Students, Secondary Schools, Akwa Ibom State.

## Introduction

Secondary school learners are those individuals prepared for secondary school education. They are learners who received education after primary education and before tertiary level education. Secondary education in Nigeria is categorized into basic education (3 years) and senior education for the remaining three years, respectively. Learners in the first three years of junior education are expected to be awarded a Basic Education Certificate after passing the requisite assessment or examination (s). The learner, at the senior secondary stage, when successful after examinations, is promoted to offer different subjects at the higher level as classified under diverse areas of studies such as science, technology, humanities, business studies, and compulsory cross-cutting subjects (entrepreneurship studies) (Effiong & Akpan, 2017). This is in consonance with the broad goals of secondary education that have been enunciated by the National Policy on Education, that a student at such a period of education shall be prepared for useful living in society and high education (Federal Government of Nigeria, 2013).

The phrase that an individual shall be prepared for useful living is holistically attributed to the dynamics of entrepreneurial skills' development. Perhaps, if this is achieved, it would help to prepare the learner for sustainable economic development in their society and guarantee their later life. This may be impossible unless the school environment is completely subjected to the learning society and opportunities for learning are recognized for everyone, no matter where they are or how they spend their old age (Effiong, 2017). Effiong, Obushi, and Adebola (2017) stated that if sustainable economic development is to be achieved through the inculcation of entrepreneurial competence, learning should take place at all stages of life, that is, starting from cradle to tomb. The authors enunciated that the pattern of learning should endeavour to be implanted in all aspects of life: from home, to community, passing through school, to workplace, back home to community again, to the grave. However, lifelong learning gains could be possible through the potential of the learning to become self-reliant, which can be acquired through the development of entrepreneurial skills in the learning situation.

Recently, extremely quick developments in information-communication technology (ICT) can be witnessed. Researchers increasingly believe that investment in ICT and the existence of appropriate ICT support tools make it possible to create some kind of knowledge repository and foundation for knowledge and learning management at different levels of human interaction (personal, community, and society) (Bontis 2002; Banker 2003; Youndt, Subramaniam & Snell, (2004); Damien 2005). ICT also enhances the application of entrepreneurial skills among entrepreneurs, as well as allows for easy teaching of the younger generations and makes them aware of ICT tools. Nowadays, almost all youngsters have basic knowledge of computers, which makes it easier to teach them about ICT tools. However, it is important that students have knowledge of ICT as well as specific ICT tools. Many such tools can be used free of charge, which is another reason why they might be used for teaching and learning entrepreneurship. The ICT tools help the entrepreneur identify and adopt the indices of entrepreneurial skills for a self-reliant attitude among business studies students. The indices include common traits, rational and pertinent factors for developing entrepreneurial skills.

## Problem Statement

Most student use and are familiar with ICTs such as mobile phones and laptop computer and have access to some level of computer laboratories but are not effectively exposed to

enhancing entrepreneurial skills using ICT equipment. The facts still remain that effective use of ICTs can enhance entrepreneurship in higher institutions. This problem of inadequate use of the ICT equipment cuts across all disciplines including students prepared to be competent workforce in our societies.

Inadequate knowledge of the indices of entrepreneurial skills among business studies students continues to be a well felt problem in our society. It is worse when business students fail to adopt information and communication technology to appreciate the entrepreneurial skills and let alone the embracing the indices which obviously induce the occurrence of entrepreneurial skills. It is true that students are not well acquainted with such indices of entrepreneurial skills as having common traits, rational and identifying pertinent factors that promote ICT entrepreneurial skills.

Equally, many business studies students are regularly identified with low self-reliant attitude and this in a way has impacted negatively on their zeal for entrepreneurial ventures after secondary school or tertiary education. There may be a feeling of lack of what it takes to establish and sustain a business among students. One thing is still worrisome and that borders on whether the extent of knowledge and possession of the entrepreneurial skills of the business studies students has been enhanced enough by information and communication technology. It is also causing a serious panicking as one may not really know the level at which lack of exposure to the indices of entrepreneurial and inadequacy in ICT enhanced entrepreneurial skills have hampered these student's self-reliant attitude. It is on this premise that this study is proposed.

### **Objective(s) of the Study**

The specific objectives of this study are:

1. To determine the extent of development of self-reliant attitudes among male and female business studies students in secondary school in Akwa Ibom State.
2. To find out the relationship between possessions of the common traits for development of ICT enhanced entrepreneurial skills and self-reliant attitudes among the students.
3. To examine the relationship between possessions of the rational for achieving ICT enhanced entrepreneurial skills and self-reliant attitudes among the students.
4. To determine the relationship between acquaintances of the pertinent factors for ICT enhanced entrepreneurial skills and self-reliant attitudes among the students.
5. To find out difference in the extent of possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary schools in Akwa Ibom State.

### **Research Questions**

1. What is the difference in the extent of development of self-reliant attitudes between male and female business studies students in secondary school in Akwa Ibom State?

2. What is the relationship between possession of the common traits for development of entrepreneurial skills using ICT and self-reliant attitudes among the students?
3. What is the relationship between possession of the rational for achieving entrepreneurial skills using ICT and self-reliant attitudes among the students?
4. What is the relationship between acquaintance of the pertinent factors for developing entrepreneurial skills using ICT and self-reliant attitudes among the students?
5. What is the difference in the extent of possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary schools in Akwa Ibom State?

### **Hypotheses**

The following hypothesis will be tested:

- H0<sub>1</sub>:** There is no significant difference in the extent of development of self-reliant attitudes between male and female business studies students in secondary school in Akwa Ibom State.
- H0<sub>2</sub>:** There is no significant relationship between possession of the common traits for development of Entrepreneurial skills using ICT and self-reliant attitudes among the students.
- H0<sub>3</sub>:** There is no significant relationship between possession of the Rational for achieving Entrepreneurial skills using ICT and self-reliant attitudes among the students.
- H0<sub>4</sub>:** There is no significant relationship between acquaintance of the pertinent factors for developing entrepreneurial skills using ICT and self-reliant attitudes among the students.
- H0<sub>5</sub>:** There is no significant difference in the extent of possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary schools in Akwa Ibom State.

### **LITERATURE REVIEW**

#### **Education for the Development of Self-Reliance**

Before 1980, when education was regarded as a profitable adventure by managers of education and the government of Nigeria, learners were usually informed on the direction of their learning for future guarantee in education (Effiong, 2012). Recently, it has been predicted that upon completion of junior secondary school, learners will diversify based on their potential and learning capacity, either to continue in the upper class or to possess entrepreneurial skills to become self-sufficient.

Okoye and Ogunleye (2015) asserted that after junior secondary education, students are expected to stream into senior secondary schools, technical colleges, while some are streamed into vocational training centres or apprenticeship schemes based on the results of tests to determine ability, attitude, and vocational interest. The authors added that these projections would make them offer six core subjects, a maximum of two electives from vocational and two subjects from non-vocational, in order to register for the maximum of nine subjects at the senior secondary examination. Eze and Ekemini (2020) found that individuals who engage in continuous education

are more adaptable to changes in the labor markets and are more likely to maintain their economic independence over time.

### **Entrepreneurial Skills as a strategy for developing self-reliance**

Several studies have explicitly considered entrepreneurial learning as a strategy for developing students' self-reliance attitudes, individual vocational choices, and behaviors (Berger and D'Ascoli 2012; Gegenfurtner 2012). Theoretically, the hypothesis of planned behaviour is well-vested in the conceptualisation that describes entrepreneurial skills as a strategy to develop students to become self-reliant. This tactically elucidated that students' entrepreneurial career selection is based on the assumption that this choice is a complex and deliberate behavior that requires various cognitive processes and can most accurately be predicted by purpose (Guerrero 2008).

### **The indices of ICT enhanced entrepreneurial skills for self-reliant attitude**

The importance of information and communication technologies in students' entrepreneurial development cannot be overstated. Information and communication technology have been seen as very useful equipment for the effective preparation of students for skill development and future employment. Ubah (2011) observed that with the introduction of information technology in teaching entrepreneurship education, emphasis is placed on practicable teaching methods that are more useful in vocational and technical training and the experience of realities in the course of learning. As stated by Nwangwu (2006), ICT can be used to enhance entrepreneurship education via the following: having some common traits for ICT enhanced entrepreneurial skills, having Rational for Achieving ICT enhanced entrepreneurial skills as well as identifying pertinent factors for ICT enhanced entrepreneurial skills

These indices reflect how ICT integration fosters self-reliance by providing tools for efficient operations, customer engagement, and innovation. Here are the key indices explained below:

- **Digital Literacy:** Digital literacy is an individual's ability to find, evaluate, and communicate information using typing or digital media platforms. It is a combination of both technical and cognitive abilities in using information and communication technologies to create, evaluate, and share information. Digital literacy involves understanding how to use the internet, social media platforms, and digital devices for research, marketing, and networking. According to Obiekwe (2018), individuals who are digitally literate can more effectively market their entrepreneurial products and services, leading to increased business sustainability and self-reliance.
- **E-commerce Proficiency:** E-commerce Proficiency is defined as the ability to effectively use online platforms and digital tools for buying, selling, and promoting products or services. It plays a crucial role in enhancing entrepreneurial skills in today's digital economy, allowing entrepreneurs to reach a broader audience without the limitations of physical locations. This reduces overhead costs and expands market reach, making it easier for small businesses to compete with larger corporations. Proficiency in e-commerce platforms empowers entrepreneurs to scale their operations, fostering a self-reliant attitude.

### **Common traits for ICT enhanced entrepreneurial skills and self-reliant attitude**

It is quite obvious that having some common traits for ICT enhanced entrepreneurial skills has remarkable effects on self-reliant attitude of every student. Entrepreneurial traits are the typical characteristics, abilities, and thought patterns associated with successful entrepreneurs. While some entrepreneurs are born with these traits, others can develop them. Many studies consider the "traits of entrepreneurs" or the "traits that make entrepreneurs successful, and in most times, developing it needs an enhancement through the use of information and communication technology." This is true because ICT is good at motivating learners in effective learning. According to Stebro (2014), the publication in 1921 of Frank Knight's book Risk, Uncertainty, and Profit marked a key launching point into rigorous and careful research on the personalities of entrepreneurs that set them apart from general business managers. Some common traits for the development of Entrepreneurial skills include:

- **Passion:** Passion has been cited as the most observed phenomenon in entrepreneurial studies and as a core characteristic of creators of wealth (Smilor, 2011). This is observed to be the central inherent attribute of successful leaders. Entrepreneurs high in passion confront opportunities and challenges with zeal, ride out the long hours necessary during venture growth phases, and experience a venture's successes as well as difficulties as if they were personal events (Locke, 2010).  
**Pro-activity:** Pro-activity is the propensity to take action to influence environmental change. Entrepreneurs who possess this personality type would search for opportunities, show initiative, take action, and persevere in any endeavor until they attain an achievement level (Bateman & Crant, 2013). Researchers believe that entrepreneurs with this personality trait typically use organizational strategies that involve high levels of environmental searching and long-range forecasting, which allows them to successfully identify new opportunities (Kickul & Gundry, 2012).

### **Rational for Achieving ICT enhanced entrepreneurial skills and self-reliant attitude**

It has become a universal truth that achievement in business is a function of good rational and this has been widely accepted by many management scientists. Rational for achievement of ICT enhanced entrepreneurial skills has played important role in developing self-reliant attitude of every student. Developing important entrepreneurial characteristics is a very important aspect of the strategy for achieving self-reliance and the inculcation of lifelong learning into children in school. According to many experts in ICT, there are many software programmes that stimulate the learners' interest in studies for entrepreneurial skill development. The learner is an entity that is to be developed for future operation and development. The students need to be trained on ICT for various types of rational that will help build the following characteristics:

- **Need for Achievement (N-Ach):** In an organization, the need for achievement is defined as maintaining high standards and aspiring to complete difficult tasks (Smilor, 2011). According to McClelland (2017), the need for achievement (n-ach) refers to the 'achievement motivated' and thus seeks achievement, the achievement of realistic but challenging goals, and job advancement. People with a high need for achievement take responsibility for outcomes and engage in activities that have a moderate degree of risk and require skill and effort (Mitchelmore & Rowley, 2008).

- **Locus of Control (LOC):** The degree to which a person believes that their actions have a direct impact on an event or that they have control over the outcome. Researchers have discovered that founders of successful entrepreneurial firms have a high internal locus of control, meaning they feel like they have significant control over the outcome of events (Smilor, 2011). Students who have locus of control will surely perceive you as having the conviction to surmount all barriers in order to pass the examination, which their presumption may make for them to succeed.
- **Motivation:** Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes entrepreneurs to act, whether the goals are to increase or not. Entrepreneurial motivation is the process that activates and motivates the entrepreneur to exert a higher level of effort for the achievement of his or her entrepreneurial goals. In other words, entrepreneurial motivation refers to the forces or drives within an entrepreneur that affect the direction, intensity, and persistence of his or her voluntary behavior as an entrepreneur (Entrepreneurship Development 2020).

### **Pertinent Factors for ICT Enhanced Entrepreneurial Skills and Self-Reliant Attitude**

There are various computer programmes that help identify pertinent factors that promote entrepreneurial skills among learners. This promote the interest in learners for skill development. It also true that, apart from ICT, other factors can help learners learn at the secondary school level to develop entrepreneurial skills that can assist their living situation in the future. These skills, according to Effiong and Akpan (2017), are as follows:

**Interpersonal Skills:** Learners who are groomed with strong interpersonal skills have ability for working well with people from diverse backgrounds with intent to create. These learners will be very insightful with regards to the behaviour of others, learn to understand motives and actions surrounding the environment, quick to be aware of strained relationships, and well attuned to both verbal and nonverbal behaviours. Although there is some variation in the literature over the exact skills that qualify interpersonal skills (Chant, Jenkinson, Randle and Russell, 2012), most authors (e.g. Rungapadiachy, 2009; Hargie and Dickson, 2004; Hargie, 2007; Hayes, 2012) tend to agree on a number of core areas in which competency is essential for effective interpersonal skills. These include the following:

**Communication Skills:** This covers: verbal Communication, non-Verbal Communication, listening Skills, self-awareness, assertiveness, problem solving and decision-making, teamwork, leadership

### **METHODOLOGY**

To carry out the study, correlational survey design was adopted. The study area for this research is Akwa Ibom State. The target population for this study comprised all the JS2 business studies students in public secondary schools in Akwa Ibom State with an estimate of Ten Thousand Five Hundred students. In this research, 4 schools were randomly selected from each of the 5 local government areas of the 3 senatorial districts of Akwa Ibom State chosen for the study. A proportionate stratified sampling technique was then used to select 25 JS2 students from each of the schools and used for this research work. From the selection, a sample size of one thousand five hundred (1,500) JS2 business studies students in the affected secondary schools in Akwa Ibom

State was realised and used for the study. The researchers used an instrument tagged ‘Entrepreneurial Skills and Self-Reliant Attitude Questionnaire’ (ESSAQ). The instrument was subjected to face and content validation by three experts from Akwa Ibom State College of Education, 2 in business education and 1 in test and measurement/evaluation. The reliability coefficient obtained was 0.83, and this was high enough to justify the use of the instrument. Descriptive statistics was used in answering the research questions, while Pearson Product Moment Correlation (PPMC) analysis was used in testing the hypotheses.

## RESULTS AND DISCUSSIONS

### Hypothesis 1:

There is no significant difference in the extent of development of self-reliant attitudes between male and female business studies students in secondary school in Akwa Ibom State. In order to test the hypothesis, independent t-test analysis was used to analyze the data (See table 4) (See table 1).

**TABLE 1**

**Independent t-test analysis of the difference in the extent of development of self-reliant attitudes between male and female business studies students in secondary school in Akwa Ibom State.**

Gender	N	$\bar{X}$	SD	t
Male	1030	13.99	1.41	31.22*
Female	442	11.50	1.39	

**\*Significant at 0.05 level; df = 1470; N= 1472; critical t-value 1.96**

Table 1 presents the obtained t-test-value (31.22). This value was tested for significance by comparing it with the critical t-value (1.96), at 0.05 level with 1470 degree of freedom. The obtained t-value (31.22) was greater than the critical t-value (1.96). Hence, the result was significant. The result means that there is significant difference in the extent of development of self-reliant attitudes between male and female business studies students in secondary school in Akwa Ibom State. The result supports the opinion of Okoye and Ogunleye (2015) who mentioned that in today’s dynamic world, where job markets, economic conditions, and societal structures are constantly evolving, self-reliance has become an essential trait for personal and societal progress. The result also disagrees with the research findings of Eden, Akpan and Umana (2023) who mentioned that there is no significant difference in male and female students’ acquisition of self-reliant attitude in entrepreneurial skills. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

### Hypothesis 2

There is no significant relationship between possession of the common traits for development of Entrepreneurial skills using ICT and self-reliant attitudes among the students. In order to test the



hypothesis Pearson product moment correlation analysis was used to analyze the data (See table 2).

**TABLE 2:**

**Pearson product moment correlation analysis of the relationship between possession of the common traits for development of Entrepreneurial skills using ICT and self-reliant attitudes among the students**

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
Common traits (X)	22154	340414	298063	0.78*
Self-reliant attitude (Y)	19503	263237		

**\*Significant at 0.05 level; df = 1470; N = 1472; Critical r-value = 0.062**

The above table presents the obtained r-value of (0.78). This value was tested for significance by comparing it with the critical r-value (0.062) at 0.05 level with 1470 degree of freedom. The obtained r-value (0.78) was greater than the critical r –value (0.062). Hence, the result was significant, meaning that there is significant relationship between possession of the common traits for development of Entrepreneurial skills using ICT and self-reliant attitudes among the students. This result supports the findings of Stebro et al. (2014), who mentioned that common traits for ICT-enhanced entrepreneurial skills and self-reliant attitudes enable entrepreneurs to leverage technology effectively while maintaining independence in decision-making and business operations. It also supports the opinion of Attali and Boulay (2015), who stated that entrepreneurs who use ICT to innovate tend to build businesses that are more adaptable and self-reliant, as they are not constrained by traditional business methods. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

### Hypothesis 3

There is no significant relationship between possession of the Rational for achieving Entrepreneurial skills using ICT and self-reliant attitudes among the students. In order to test the hypothesis Pearson product moment correlation analysis was used to analyze the data. (See table 3).

**TABLE 3:**

**Pearson product moment correlation analysis of the relationship between possession of the Rational for achieving Entrepreneurial skills using ICT and self-reliant attitudes among the students.**

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
	$\sum Y$	$\sum Y^2$		
Rational Possession (X)	20092	278690	270008	0.82*
Self-reliant attitude (Y)	19503	263237		

**\*Significant at 0.05 level; df = 1470; N = 1472; Critical r-value = 0.062**

The above table presents the obtained r-value of (0.82). This value was tested for significance by comparing it with the critical r-value (0.062) at 0.05 level with 1470 degree of freedom. The obtained r-value (0.82) was greater than the critical r-value (0.062). Hence, the result was significant, meaning that there is significant relationship between possession of the rational for achieving entrepreneurial skills using ICT and self-reliant attitudes among the students. This result supports the opinion of numerous scholars who stated that rational for the achievement of ICT enhanced entrepreneurial skills has played important role in developing self-reliant attitude of many students. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

**Hypothesis 4:** The null hypothesis states that there is no significant relationship between acquaintance of the pertinent factors for developing entrepreneurial skills using ICT and self-reliant attitudes among the students. In order to test the hypothesis Pearson product moment correlation analysis was used to analyze the data (See table 4)

**TABLE 4:**

**Pearson product moment correlation analysis of the relationship between acquaintance of the pertinent factors for developing entrepreneurial skills using ICT and self-reliant attitudes among the students.**

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
	$\sum Y$	$\sum Y^2$		
Acquaintance of the Pertinent factors (X)	20163	280611	270490	0.72*
Self-reliant attitude (Y)	19503	263237		

**\*Significant at 0.05 level; df = 1470; N = 1472; Critical r-value = 0.062**

The above table presents the obtained r-value of (0.72). This value was tested for significance by comparing it with the critical r-value (0.062) at 0.05 level with 1470 degree of freedom. The obtained r-value (0.72) was greater than the critical r-value (0.062). Hence, the result was significant, meaning that there is significant relationship between acquaintance of the pertinent

factors for developing entrepreneurial skills using ICT and self-reliant attitudes among the students. This result supports the findings of Effiong and Akpan (2017) who stated that there were various computer programmes that help identify pertinent factors that promote entrepreneurial skills among learners. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

**Hypothesis 5:**

The null hypothesis states that there is no significant difference in the extent of possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary schools in Akwa Ibom State.

In order to test the hypothesis independent t-test analysis was used to analyze the data (See table 5).

**TABLE 5**

**Independent t-test analysis of the difference in the extent of possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary schools in Akwa Ibom State. (see table 4.5).**

N = 1472

Location	N	$\bar{X}$	SD	t
<b><u>Common Traits Development</u></b>				
Male	1030	16.22	1.42	54.18*
Female	442	12.33	0.74	
<b><u>Rational Development</u></b>				
Male	1030	14.21	1.56	21.93*
Female	442	12.33	1.38	
<b><u>Pertinent Factor</u></b>				
Male	1030	14.14	1.55	16.29*
Female	442	12.66	1.70	

**\*Significant at 0.05 level; df = 1470; N= 1472; critical t-value 1.96**

Table 5 presents the calculated t-test-values of the extent of possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary schools in Akwa Ibom State as 54.18, 21.93 and 16.29 in their respective order. These values were tested for significance by comparing them with the critical t-

value (1.96) at 0.05 level with 1470 degree of freedom. The obtained t-values (54.18), (21.93) and (16.29) were greater than the critical t-value (1.96). Hence, the results were significant. The result means that there is significant difference in the extent of possession of common traits, rational and pertinent factors for ICT enhanced entrepreneurial skills between male and female business studies students in secondary schools in Akwa Ibom State. This result supports the opinion of Stebro et al. (2014) who mentioned that common traits such as passion, pro-activity, tenacity, hard work, innovation and creativity enhances entrepreneurial skills between male and female business students of. It also correlates with the opinion of numerous scholars including McClelland (2017), Smilor, (2011) and numerous others who stated that need for achievement, locus of control and motivation among others enhances entrepreneurial skills between male and female business students. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

## Conclusion

ICT-enhanced entrepreneurial skills such as digital literacy, problem-solving, creativity, and innovation serve as critical indices that contribute to the self-reliance of students. Fostering ICT-enhanced entrepreneurial skills among business studies students represents a significant leap toward building a self-reliant, innovative, and entrepreneurial society. As the students develop these critical skills, they are better positioned for lifelong learning, self-sufficiency, and active participation in the global economy, ultimately contributing to both personal and societal growth. The study also concluded that among other entrepreneurial skills, 'critical skills' was the most prominent serve as vital indices that contribute to the self-reliance of students likewise, it was also observed from the results of the findings that examine the relationship between possessions of the rational for achieving ICT enhanced entrepreneurial skills and self-reliant attitudes among the students.

## Recommendations

1. Government and relevant stakeholders should provide adequate ICT facilities in secondary schools for effective use. This includes high-speed internet, computers, software tools, and other relevant technological resources that can support entrepreneurial education.
2. Regular training and professional development programs should be organized for teachers, equipping them with the necessary ICT skills and modern teaching methods that integrate technology with entrepreneurship. This will enable teachers to effectively guide students in becoming self-reliant and entrepreneurial.
3. Schools should partner with technology companies and successful entrepreneurs to offer students practical exposure and mentorship opportunities. These collaborations can provide students with hands-on experience in ICT tools and entrepreneurial practices, helping them develop the mindset and skills necessary for success in the modern economy.

## DECLARATION OF COMPETING INTEREST

The authors declare that for sure they have no known competing financial interests or personal relationship that could have appeared to influence the work reported in this paper.

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