
**The Roles of Information and Communication Technology (ICT) in Boosting
Entrepreneurial Skills for Tertiary Institution Students Akwa Ibom State**

By

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ABSTRACT

The study investigated into the roles of information and communication technology (ICT) in boosting entrepreneurial skills for tertiary institution students 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, Akwa Ibom State University and University of Uyo. 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 "Information and Communication Technology Questionnaire" (ICTQ) and "Entrepreneurial Skills Questionnaire" (ESQ) 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. 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.

Key Words: ICT, Entrepreneurial skill, awareness, use, students, institutions of higher learning, Akwa Ibom State, graduating students

Introduction

It has become very obvious that entrepreneurship has gained much popularity in our society today and this has been in existence for decades now. 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 pre-requisite 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. It is true that these three features help to make entrepreneurship possible in any situation and location.

It is quite true that 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.

Explicitly several researches have pondered on the entrepreneurial learning as a strategy for developing self-reliant attitudes of students, individual vocational choice and behaviours (Berger and D'Ascoli 2012; Gegenfurtner 2012). Theoretically, the hypothesis of planned behaviours 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 behaviour that requires various cognitive processes and can most accurately be predicted by purpose (Guerrero et al. 2008).

Statement of Problem

For several years now the Nigerian society has been 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 boosting of entrepreneurial skills in institutions of higher learning in Akwa Ibom State.
2. To determine the relationship between the use of ICT and boosting of entrepreneurial skills among graduating students.

Research Questions

1. What is the level of awareness of students in the use of ICT for boosting of entrepreneurial skills in institutions of higher learning in Akwa Ibom State?
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 boosting of entrepreneurial skills in institutions of higher learning in Akwa Ibom State.
2. There is no significant relationship between the use of ICT and enhancing entrepreneurial skills among graduating students.

Literature 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.

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.

Common traits for the development of Entrepreneurial skills

- **Passion:** Passion has been cited as the most observed phenomenon in entrepreneurial studies, as a core characteristic of creators of wealth (Smilor, 2011). This is observed to be 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). Thus, students who have passion for learning would love to acquire successful traits such as entrepreneurial skills to become self-reliant. It is this character trait that would assist teachers to inculcate in students’ entrepreneurial skills suitable for sustainable economic development for their future livelihood.
- **Pro-activity:** This 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 endeavours until they attain 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). This implies that learners in secondary school can learn to plan their actions before event occurs. When this is developed in them they would have the potential to endure in business world as independent people and continue to learn more skills for sustainability.
- **Tenacity:** Tenacity always regularly recognised as perseverance. It involves the ability of the entrepreneur to sustain goal-directed action and energy even when experiencing hindrances (Baum & Locke, 2014). A number of researchers have noted the important role of tenacity in predicting an entrepreneur’s willingness to confront formidable barriers to market entry (Gartner, Gatewood & Shaver, 2011). Students in secondary schools desire tenacity in their behaviour traits in order to help them acquire the needed entrepreneurial skills to be self-reliance. These traits would further make them to lifelong process of learning for sustainable livelihood.
- **Hard work:** For any successful attainment, there must be some element of hard work. Ikpe (2019) asserted that no one tends to achieve success just by sitting but commitment and hard work. The author iterated that successful entrepreneur must possess the spirit of hard work to achieve the goal of the business. Hard work is the bone of every successful student. A student who does not possess hard work as an attitude may likely fail subjects in one’s academic endeavours, and such individual may find it difficult to succeed in business.

Rational for achieving Entrepreneurial skills

Developing important entrepreneurial characteristic is a very important aspect of strategy for achieving self-reliant and inculcation of lifelong learning into children in school. The learner is an entity that is to be developed for future operation and development, therefore, characteristic or personality has to be built in them such as needs for achievement, locus of control and motivation. When an individual is possessed with these characteristics, there is that tendency to become self-reliance and endure in learning that would bring important accomplishment and life satisfaction. These characteristics are as follows:

- **Need for Achievement:** maintaining high standards and aspiring to accomplish difficult tasks (Smilor, 2011). People with a high need for achievement take responsibility for outcomes, engage in activities that have a moderate degree of risk and require skill and effort (Mitchelmore & Rowley, 2008). This motive has also been found to predict firm founding and the successful performance of firms.
- **Locus of Control:** the degree to which a person believes that their actions can directly affect an event, or that they can control an outcome¹¹. 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 as having conviction of surmounting all barriers to pass examination, which their presumption may make to them to succeed.
- **Motivations:** Motivation is a primary index for entrepreneur. Without motivation, students cannot learn values and skills needed for their daily living. Motivation makes them to pass examinations, and would make them to set their goals, consistent in their belief system, build capacity for success in all aspect of their endeavours. However, goal setting and self-efficacy are promoted by motivation and they are explained as follows:
Goal Setting: A learner that desires to become self-reliant should endeavour to set goals even when in school. Students set goals to read their books, give themselves target in order to achieve success during examinations. This behaviour and attitude would make such students to set target on entrepreneurial skills that one want to acquire in order to become self-reliance. This is because entrepreneurs who are motivated to set goals, particularly business growth goals, have been found to increase firm growth, along with firm performance and innovation (Boyd, 2013). Challenging goals of all types have repeatedly been found to lead to greater performance, highlighting the importance of setting goals that are specific, attainable, and time-bound.
- **Self-Efficacy:** A person's belief in their own ability, in other words, their task-specific self-confidence (Mitchelmore & Rowley, 2008). Entrepreneurs with high self-efficacy will persist even in the face of setbacks, will take negative feedback more positively, will use feedback to improve their performance, will set more difficult goals, and will exert more effort over a longer period of time. Researchers have found that when entrepreneurs have high self-efficacy, that there is a strong relationship between this motivation and firm growth (Baum & Locke, 2014).

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 Gottleib 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.

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. Ubah, (2011) observed that 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.

OMANJAF, (2013) reports that Entrepreneurship in Nigeria started when people produced more products than they required such that they had to exchange the surplus. 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. For instance, People Bank of Nigeria provided funds for Small-Scale Industries (FUSSI), Co-operative Societies and others to help establish entrepreneur in Nigeria (OMANJAF, 2013). Entrepreneurship education is geared towards training students to develop and acquire skills, trade or business that results in being employable, creation of job opportunities for empowerment of individual, society and economic development of the nation at large.

According to Enu, (2012) entrepreneurship education is rebranding education meant to guarantee a comprehensive educational system, reengineering arising from the obvious differences of the existing educational system. It helps to equip the student's requisite skill and competencies needed in the current world of work. 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. As stated by Nwangwu (2006), ICT can be used to enhance entrepreneurship education via the following:

1. E-Advertising and E-Marketing

This is usually done using blogs, goggle, facebook or even using or creating your own website where you can advertise your goods and services to millions of online customer all over the world. If this is incorporated into entrepreneurship education, it will enable the individual

to be a global marketer of his or her goods and services. Other aspect includes E-banking where you sit at the comfort of your home or any place in the world and make money transactions.

According to National Policy on Education (NPE), (2004) e- marketing is the aspect where you sell your product and services online. The customer orders for your goods online and they are delivered by parcel delivery services to any part of the world. e.g. Konga, other network channels that can be used by an entrepreneur to make his or services global and receptive include facebook, whatsapp, BBM, skype, twitter, goggle and E-mails.

This enhances global competitiveness which enables one to be well informed about services thereby making contributions for further improvement. To be globally competitive one must be competent in the skills required in the global market place. 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. Entrepreneurship education has been recognized as an important aspect of our education system. The National Policy of Education (NPE 2004) states that for education to be functional, it has to be relevant, practical with the acquisition of appropriate skills and the developments of competencies as equipment for the individuals to live and contribute meaningfully to the society. This shows that there is need for education to be geared towards inculcating skills and competencies necessary for self-reliance, capacity building and national development.

This will be of benefits to stakeholders of curriculum developers, educational institutions at all levels and enterprises, (Hynes & Richardson, 2007). 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).

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).

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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 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

Correlational survey design was used for this study. The study area was Akwa Ibom State. 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). 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 Akwa Ibom State. The study made use of two instruments for data collection tagged “Information and Communication Technology Questionnaire” (ICTQ) and “Entrepreneurial Skills Questionnaire” (ESQ). The instrument was subjected to face and content validation by experts in test, measurement and evaluation. The responses in the questionnaire were coded and treated with Cronbach Alpha statistics to examine the consistency of the instrument. The instruments were administered to the respondents via direct delivery method. 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.

Hypothesis 1

The null hypothesis states that there is no significant difference in the awareness of students in the use of ICT for boosting of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district. (See table 1)

Table 1: Chi-square analysis of the difference in the awareness of students in the use of ICT for boosting 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 1 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 boosting of entrepreneurial skills in institutions of higher learning in Ikot Ekpene senatorial district. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted

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 2).

Table 2: 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*	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.

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. 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. 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 boosting 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 boosting 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. 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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