



The Influence of Information and Communication Technology on Entrepreneur Skills Acquisition Among Business Education Students in Tertiary Institution in Zaria Metropolis

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ABSTRACT— *This research work carried out on the Influence of Information and Communication Technology on Entrepreneur Skills Acquisition among Business Education Students in Tertiary institution in Zaria. The researcher raised 4 objectives and 4 research Question, Among the objectives are; ascertain the nature of ICT tools used by lecturers and students in teaching and learning in Business Education Programme; Determine the uses of ICT tools in the development of business education students' entrepreneurial skills. The population of the study was 486 and 100 respondents were used as the sample size. The researcher employed survey method. Questionnaire was used as instrument for data collection. The researcher recommended that undergraduate students should be provided with necessary skill acquisition tools that will make them self-employed on graduation. These tools should be computer oriented as manual methods of doing things in the business world of today are fast being forgotten in our modern world of today; ICT tools like computers, projectors and internet facilities should be provided and made available to the department as the ones available at the moment are grossly inadequate and students have little or no access to them for their practical, thereby necessitating a theoretical or traditional system of teaching.*

KEYWORDS: *Entrepreneur, ICT, Tools, Acquisition and Vocation.*

I. INTRODUCTION

The advent of Information and Communication Technology (ICT) has greatly impacted the development and growth of modern society. This impact could be felt in the field of science and technology, economy, marketing, medicine, and politics. Other fields that the impact of ICT has been felt are human interaction and communication, agriculture, engineering, aviation and education. Presently, there have been new dimensions to the use of ICT to create job and empower human to become self-reliant to the extent that they become not only job learners but job creators. Information and Communication Technology (ICTs) have become within a very short time, one of the basic building blocks of entrepreneurial and skills development in modern society. Many countries having understood the Impact of ICT which includes speed of business, dynamism in innovations, the creation of business and market opportunities with the wide range of links and market.

Information Communication Technology (ICT) tools have been developed to train and equip individuals with skills that are needed in their various field of human endeavor, (Oni 2007). The use of information and communication technology (ICT) is becoming an integral part of education in many parts of the globe. The dynamism in the use ICT application to education has enhances the delivery and access to knowledge, and improves the curriculum. It produces richer learning outcomes compared to education without ICT. It encourages critical thinking and offers unlimited means of achieving educational goals.

Education is the totality of life experience that man acquires and which enables him to cope with and derive satisfaction from living in the word. This is because it enables him to achieve social competence and optimum individual development (UNESCO, 2002). Business Education which is

a subset of the general education can be seen as the development of person's head, heart and hands for his self fulfillment and optimum services to humanity and also empowers him economically. It is pertinent to note that education can be a means to an end. It can simply be a tool for securing employment and emancipation of people through the provision and acquiring of necessary knowledge and skills to make lives more flourishing.

Recent advancements in scientific discoveries have made the world a global village, changing tremendously the business world around us as a result of new technologies. The rapid technological changes are profoundly altering the business dynamics, redefining the shape of private firms, forcing not only companies that employ business education graduates to review and restructure how they communicate with their customers but also signal to the institutions that produce these students to review and restructure how to prepare the students by exposing them to technological tools that will equip them for entrepreneurial challenges. It is therefore important for business educators to educate, train and empower the students with knowledge and skills they need in their entrepreneurial endeavors after graduation. Toomey (2001) stated that integrating ICT in schools is intended to improve students' learning, to offer flexible learning opportunities and improve the efficiency of their business practices. According to Okoro (2009) "ICT has become a critical tool for vocational training. The sooner students know how to use products of ICT, the easier they can find their way in the ever-dynamic society like Nigeria."

Business education as a discipline has many options such as accounting, secretarial technology, and commerce as well as marketing/distributive education. Okolochaet. al., (2012) stated that Business Education trains her students in business skills and knowledge necessary for office career,



occupations and in management of personal business ventures using the services and ethics of business to modify attitudes and behaviours so as to achieve the objectives envisaged as office workers, entrepreneurs, producers of goods and services.

Ekpenyong and Ojo (2008) identified the goals of business education to include adopting the various business concepts, acquiring skills and competencies required for the performance of basic jobs such as handling minor administrative decisions, financial records and transactions, including playing productive roles in a free enterprise economy. Emphasizing on the objective of business education, Njoku (2006) opined that one of the goals of business education is to empower graduates with desired skills, knowledge and value to perform specific functions so as to become self-reliant. Hence, Business education as a field of study entrusted with the entrepreneurial skill development of undergraduates has been saddled with the responsibility to undertake this vanguard. Having recognized the demanding task of training, education and skill development in the modern time, synonymous to the need of the country as well as the graduates for employment and empowerment, ICT becomes the tools to embrace, adopt and use as the new tool to achieve this goal.

For many developing countries, entrepreneurship has been a powerful engine of economic growth and wealth creation, and is crucial for improving the quality, number and variety of employment opportunities for the poor. It has several multiplier effects on the economy, encourages innovation, and fosters investment in people, which is a better source of competitive advantage than other natural resources, which can be depleted, Oteh, (2009). Entrepreneurs create new enterprises, new commercial activities, and new economic sectors. They generate jobs for others; they produce goods and services for society; they introduce new technologies and improve or lower cost outputs; and they earn foreign exchange through export expansion or the substitution of imports.

In the words of Ngumbi (2004) educational institutions should provide more relevant forms of education designed to promote self-reliance and responsible entrepreneurial capacity for self-employment and community development to reduce unemployment and to revitalize national development. Entrepreneurial skills in this light is aimed at providing vocational trainees with the skills necessary to make them self-employed in future.

The key to the success of establishing a culture of entrepreneurship in Nigeria is education. Apart from the educational impact of the home, the school can be regarded as the place where the most (holistic) profound impact can be brought about in the development of the youth. Economic growth in industrialized as well as developing countries remains a central issue and, as such, particular interest is focused on the role of entrepreneurship to achieve and maintain open and modern economies. In this regard, the importance of business education in our modern society as well as the growing demand for employment among our university graduates cannot be overemphasized. More so, entrepreneurial skill education should be the core area where

business education which has been regarded as that aspect of education which provides the recipients with the basic knowledge and practical skills needed for entry into the world of work as employees or as self-employed must be inculcated into the life of its recipients (students). The essence of this, is to imbibe a more veritable and practicable system of economic empowerment on our youths and reduce dependence on the proverbial “white collar” job which is largely dependent on paper qualification than practical skills and knowledge, a dilemma which stares at us all and a source of concern to our educational system in particular and the government in general.

II. STATEMENT OF THE PROBLEM

Business Education graduates are among the proportion of students from numerous tertiary institutions in the country, who's after graduation engaged into the labour market. This accounts for approximately a high proportion of the new entrants into the Nigerian labour market every year. Due to the shrinking labour market, and slow growth of the industrial sector, this workforce cannot be entirely absorbed in the formal wage employment. The result of this scenario has been high unemployment among Business Education graduates with some opting to join self-employment which they are ill prepared.

It has been argued that entrepreneurial skills can be both learned and experientially acquired or they can be influenced considerably through strategic measures such as business education (European Commission, 2004), but this has not been the case as entrepreneurial skill which is considered a vital ingredient to training of a business student has been poorly embedded into the training system with some times no meaningful impact. This could be seen as an integral aspect which vocational education (Business Education) in our tertiary institution could explore to empower students primarily to learn business trade and skills that will be economically beneficial and self-sustaining to them after graduation.

However, we are witnessing an era where the basic infrastructures (ICT tools) needed to inculcate knowledge into the students are not readily available or at most times not provided to educational institutions of learning for onward impartation. This has made the students lagged behind when they go out to face the reality of the changing world, we live in. More so, the continual lag of the country is evident also in the system of education that places less emphasis on vocational learning and training of undergraduate with ICT skills. It is based on this premise that the researcher is researching on the Practical Application of ICT tools in the development of entrepreneurial skills of students through Business Education.

III. OBJECTIVES OF THE STUDY

The general objective of this study is to determine the influence of information technology on entrepreneur skills acquisition of business education students in tertiary institution while the specific objectives are to:

- ascertain the nature of ICT tools used by lecturers and students in teaching and learning in Business Education Programme.



- determine the uses of ICT tools in the development of business education students' entrepreneurial skills.
- determine the types of skills acquired by students in business education programme.
- ascertain the benefits on the use of ICT in the teaching and learning of Business Education Programme.

RESEARCH QUESTIONS

The study will be guided by the following research questions.

- What are the types ICT tools used in teaching and learning of business Education in Federal College of Education Zaria?
- To what extent has the teaching of ICT help in the development of Business Education students in Federal College of Education Zaria?
- What are the benefits of ICT in the teaching and learning of business education in Federal College of Education Zaria?
- What are the types of ICT tools by students in Business Education programme in Federal College of Education Zaria?

IV. LITERATURE REVIEW

Looking at the work of Musa (2008) title "Impact of ICT on Business Education programme: A case Study of Federal College of Education, Zaria" The objective of the study was to determine the systematic impact of ICT on business education programme and also examine the role played by business educators in integrating ICT into business education curriculum.

Data for this study was gathered through the distribution of questionnaires to both students and lecturers. Out of the total number of students and lecturers used in the study, which is 236, a sample population of 65 was used and the statistical tool used to interpret the data is the like scale. The study found that there is a non-challenge attitude towards to integration of ICT to Business Education, thereby making the students graduate without adequate knowledge of ICT. The study subsequently recommended that business educators should do everything possible to see that a comprehensive ICT and business education packages were incorporated into the curriculum contents of business education programme at the degree level.

The study was carried out on the Impact of ICT to Business Education thereby negating the specific roles ICT tools plays in the life of the Business Education students after school. The researcher used 65 as the sample size from a population of 236 which is short of the required percentage given by the scholar quoted in the work. Despite this, the research work is related to the current study because it looks at the significance of ICT to reaching and learning Business Education in Colleges of Education.

Leo (2010) in her study titled "The relevance of information technology on Business Education Programme in Federal College of Education, Zaria sought to know how information technology can be used to facilitate the acquisition and development of skills, competence, attitudes and attributes in business education which are necessary for

efficiency in the economic system. The objective of the study includes;

- To determine the relevance of information technology devices in the Business Education Department of Federal College of Education, Zaria
- Assess the availability of information technology devices in the Business Education Department of Federal College of Education, Zaria
- Determine the academic qualification of lecturers in relation to information technology and business education
- Assess business students' interest in the use of information technology in the teaching and learning process in the business education programme in Federal College of Education, Zaria

The population of the study consists of a total of 12 lecturers and 57 students from Pre-NCE to NCE three(3) levels. Questionnaire was used in gathering data and the frequency distribution and percentages was used in analyzing the data. The study found that business student in FCE, Zaria perceive information technology as a new trend necessary for maximum performance and learning in their various career fields in the future and subsequently recommended that the curriculum should be readjusted to include the practical aspect of information technology at all levels of education so that students of business education can have the basic knowledge of information technology. The researcher finds this work valuable as a reference material for the completion of this work.

V. RESEARCH DESIGN

For the purpose of this study, the survey method will be employed for the conduct of this work. Surveys are used by behavioral scientist to describe people's opinion and attitudes (Adekoye, 2011). The survey method which is one of the categories of descriptive methods of research has been described also by Wimmer, R. D., and Dominick, J. R., (2011) as having the advantage of being an effective means of collecting data from a large number of sources and it is relatively inexpensive and takes short time. It is for this obvious reason that the researcher decided to employ a descriptive survey method as an appropriate means for the study to getting a great deal of specific information.

VI. POPULATION OF THE STUDY

Khan (2007) sees population "as the aggregate number from which a sample is taken; this population may be small or large. The population of this study is 486 NCE students of the Department of Business Education, Federal College of Education (FCE), Zaria.

The study covers the entire NCE Business Education students. The breakdown of the population is in Table 3.1 comprising NCE I, II, and III irrespective of gender.

Table 3.1: Population for the Study



S/N	LEVEL	NUMBER OF STUDENTS
1	NCE I	164
2	NCE II	187
3	NCE III	135
Total		486

Source: HOD Office, Business Education Department FCE, Zaria

VII. SAMPLING AND SAMPLING TECHNIQUE

The sample size of this study was based on the principle of Borg and Gail (1979) who said samples are representatives of the whole population in which generalization could be made using this principle, the researcher made use of 120 respondents conveniently drawn from the population of the study. The sample size was derived using the recommendations of Morgan and Krajcic (1970).

Sample size

Table 3.2 Population Distribution

Respondents	Population	Sample Size	Percentage (%)
Lecturers	5	3	1.68
100 L	23	12	10.08
200 L	76	30	25.21
300 L	82	35	29.41
400 L	74	40	33.61
	260	120	100

VIII. INSTRUMENT OF DATA COLLECTION

The instrument for data collection in this study was mainly the questionnaire. The Questionnaire was constructed using the four-point LIKERT format (Strongly agreed-SA, Agreed-A, Disagreed-D and Strongly disagreed-SD) to elicit respondents' degree of response necessary for meaningful interpretations. This focused specifications to get responses from given options to enable the study provide measurable answers to research questions. The researcher used questionnaire because questionnaire is seen as a very important instrument in research and can stand the test of time (Alamu, 2008).

The questionnaire was drawn in order to elicit response from respondents to answer the research questions earlier postulated in chapter one. The questionnaire comprised twenty-eight (28) question items generated from the four (4) research questions.

QUESTIONNAIRE RATING

The technique used in the rating of the questionnaire is the four (4) point scale of numerical values. In order to obtain the needed response, the researcher provided each questionnaire items with four (4) options from which the respondents choose. Each total response in any scale is multiplied by the numerical value before final calculation by percentage (%). This was an understanding of Tuckman (1979) who introduced the equal appearing interval scale. It was a four pointed scale in which the interval between each

point on the scale was assumed to be equal. It was used to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgment. The items were constructed both in positive and negative directions. The scoring key for the positive and negative items will be as shown table 3.4

METHOD OF DATA COLLECTION

The researcher collected data with a view to answer the research questions. Data was personally distributed and collected by the researcher and with the assistance of some designated people in the Business Education Section, Department of Vocational and Technical Education, Faculty of Education Ahmadu Bello University, Zaria.

Method of Data Presentation

For the purpose of this study, the data collected will be grouped and analysed according to research questions and the percentage of the frequency of their agreement and disagreement represented in a tabular form for easy computation and understanding for the purpose of data analysis. Strongly agreed and Agreed formed the positive responses for the acceptance of the statement made, while disagreed and strongly disagreed formed the negative response for rejection accordingly. The result will be interpreted and the findings made at the concluding chapter will be used to make recommendations accordingly.

This formula will be used to calculate the agreed and disagreed percentages:

$$Agree = \frac{Totalagree}{Totalresponse} \times \frac{100}{1} = \%Agree$$

$$Disagree = \frac{Totaldisagree}{Totalresponse} \times \frac{100}{1} = \%Disagree$$

ANALYSIS OF DATA

Each of the items in the questionnaire was grouped in accordance with their relationship and analyzed using frequency distribution. The data were analyzed in four sections based on four research questions. Each section consists of respondent's response to each research question and presented in a tabular form and discussed as shown in the following tables below:

TYPES OF TOOLS USED IN TEACHING AND LEARNING BUSINESS EDUCATION IN FCE ZARIA

Table 4.2.1: All lecturers used ICT tools in teaching and learning in the department

Responses	Frequency	Percentage
Agreed	40	40%
Strongly agreed	10	10%
Disagreed	30	30%
Strongly disagreed	20	20%
Total	100	100%



The above table indicates that 40 respondents representing 40% agreed with the above statement, 30 respondents representing 30% disagreed, 20 respondents representing 20% strongly disagreed, while only 10 respondents representing 10% strongly agreed. This implies that majority of the respondents believe that all lecturers used ICT tools in teaching and learning in the Department.

Table 4.2.2: Lecturers make the use and application of ICT to improve your performance in teaching and learning

Responses	Frequency	Percentage%
Agreed	30	30
Strongly agreed	40	40
Disagreed	17	17
Strongly disagreed	13	13
Total	100	100

The above table shows that 30% of the respondent agrees with the statement that; lecturers make the use and application of ICT to improve their performance, 40 strongly agreed, 17% disagreed while only 13 n% strongly disagreed.

This implies that Lecturers make the use and application of ICT to improve their performance in teaching and learning

Table 4.2.3 All computers in computerlaboratory are connected withprinters

Responses	Frequency	Percentage %
Agreed	10	10
Strongly agreed	15	15
Disagreed	30	30
Strongly disagreed	45	45
Total	100	100

The table above shows that 10 respondents representing 10% agreed with the above statement, 15 respondents representing 15% strongly agreed, 30 respondents representing 30% disagreed, 45 respondents representing 45% strongly disagreed. This implies that most computers in computer laboratory are not connected with printers.

Table 4.2.4 Your Department is connected withinternet facilities

Responses	Frequency	Percentage %
Agreed	20	20
Strongly agreed	5	5
Disagreed	5	5
Strongly disagreed	70	70
Total	100	100

The above table reveals that 20 (20%) agreed with the above statement, 5(5%), 5(5%) disagreed and strongly agreed, 70(70%).

This shows that the department is not connected with internet facilities.

Table 4.2.5 Typewriters are used in Teaching and Learning in your Department

Responses	Frequency	Percentage %
Agreed	30	30
Strongly agreed	70	70
Disagreed	-	-
Strongly disagreed	-	-
Total	100	100

The table above shows that 30 respondents representing 30% agreed with the above statement, 70 respondents representing 70% strongly agreed.

TO WHAT EXTENT HAS ICT HELP IN DEVELOPMENT OF STUDENTS IN FCE ZARIA?

Knowledge of ICT helps students to perform better

Responses	Frequency	Percentage %
Agreed	30	30
Strongly agreed	70	70
Disagreed	-	-
Strongly disagreed	-	-
Total	100	100

The table above clearly shows that 30 respondents representing 30% agreed with the above statement, while 70 respondents representing 70% strongly agreed with the above statement.

This reveals that Knowledge of ICT helps students to perform better.

Table 4.3.2 Availability of ICT Facilities in your Department Motivate Student to Learn Faster

Responses	Frequency	Percentage%
Agreed	40	40
Strongly agreed	30	30
Disagreed	20	20
Strongly disagreed	10	10
Total	100	100

The table above shows that 40\$ of the respondents believe that availability of ICT facilities in their department motivate students to learn faster, 30% of the respondents strongly agreed, 20% disagreed while only 10% strongly disagreed with the above statement.

This indicates that Availability of ICT Facilities in their Department Motivate Student to Learn Faster.



ICT saves time in teaching and learning word processing in Department

Responses	Frequency	Percentage %
Agreed	100	100
Strongly agreed	-	-
Disagreed	-	-
Strongly disagreed	-	-
Total	100	100

All the respondents agreed that ICT saves time in teaching and learning word processing in their department

Provision of ICT in your department increases the student' performance in learning word processing.

Responses	Frequency	Percentage %
Agreed	50	50%
Strongly agreed	30	30%
Disagreed	15	15%
Strongly disagreed	5	5%
Total	100	100%

The table above indicate that 50 respondents representing 50% agreed with the above statement, 30 respondents representing 30% strongly agreed, 15 respondents representing 15% disagreed, 5 respondents representing 5% strongly disagreed.

This implies that provision of ICT in their department increases the student' performance in learning word processing.

WHAT ARE THE SKILLS ACQUIRED BY STUDENTS IN BUSINESS EDUCATION PROGRAM IN FCE ZARIA?

Table 4.4.1: Most of the accounting students in your department have skills of self-reliance after graduation

Responses	Frequency	Percentage %
Agreed	40	40
Strongly agreed	60	60
Disagreed	-	-
Strongly disagreed	-	-
Total	100	100

Table 4.4.1 above indicates that 40 respondents representing 40% agreed with the above statement, 60 respondents representing 60% strongly agreed, while none of the respondents chooses disagreed or strongly disagreed as their opinion in regards to the question above.

This reveals that majority of the respondents strongly agreed that most accounting students in their department have skills of self reliance after graduation.

Table 4.4.2: Most of the marketing students have knowledge and skill of self reliance after graduation.

Responses	Frequency	Percentage %
Agreed	100	100
Strongly agreed	-	-
Disagreed	-	-

Strongly disagreed	-	-
Total	100	100

The table above implies that, all the 100 respondents representing 100% that responds to this questionnaire agreed that most of the marketing students have knowledge and skill of self reliance after graduation.

Table 4.4.3: The entrepreneur skills motivate students in teaching and learning in your department.

Responses	Frequency	Percentage %
Agreed	40	40
Strongly agreed	20	20
Disagreed	35	35
Strongly disagreed	5	5
Total	100	100

The above table shows that 40 respondents representing 40% agreed with the above statement, 20 respondents representing 20% strongly agreed, 35 respondents representing 35% disagreed, 5 respondents representing 5% strongly disagreed.

This reveals that majority of the respondents agrees with the fact that the entrepreneur skills motivate students in teaching and learning in the department.

Table 4.4.4: Administration skills give motivation in teaching and learning in the department.

Responses	Frequency	Percentage %
Agreed	20	20
Strongly agreed	30	30
Disagreed	40	40
Strongly disagreed	10	10
Total	100	100

Table 4.4.4 above shows that 20 respondents representing 20% agreed with the above statement, 30 respondents representing 30% strongly agreed, 40 respondents representing 40% disagreed, while only 10 respondents representing 10% strongly disagreed.

This implies that majority of the respondents disagreed with the statement that Administration skills give motivation in teaching and learning in the department

BENEFITS OF I.C.T IN TEACHING AND LEARNING BUSINESS EDUCATION PROGRAM IN FCE ZARIA.

Table 4.5.1 The knowledge of ICT gives students motivation pertaining their education in teaching and learning.

Responses	Frequency	Percentage %
Agreed	30	30
Strongly agreed	20	20
Disagreed	25	25
Strongly disagreed	25	25
Total	100	100



The table above shows that 30(30%) agreed with the above statement, 20(20%) strongly agreed, 25(25%) disagreed, 25(25%) strongly disagreed. This implies that majority of the respondent believes that knowledge of ICT gives students motivation pertaining their education in teaching and learning.

Table 4.5.2: Knowledge of ICT makes students to understand what is taught them faster

Responses	Frequency	Percentage %
Agreed	40	40
Strongly agreed	30	30
Disagreed	25	25
Strongly disagreed	5	5
Total	100	100

The table above shows that 40 representing 40% agreed with the above statement, 30 respondents representing 30% strongly agreed, 25 respondents representing 25% disagreed, while only 5 respondents representing 5% strongly disagreed. This implies that knowledge of ICT makes students to understand what is taught them faster.

Table 5.5.3 ICT knowledge creates maximum relationship between teachers and the students in the department

Responses	Frequency	Percentage %
Agreed	40	40
Strongly agreed	20	20
Disagreed	17	17
Strongly disagreed	23	23
Total	100	100

Table 5.5.3 above shows that 40 respondents representing 40% agreed, 20 respondents representing 20% strongly agreed, 17 respondents representing 17% disagreed, 23 respondents representing 23% strongly disagreed with the above statement.

This implies that ICT knowledge creates maximum relationship between teachers and the students in the department.

Table 5.5.4 Knowledge of ICT makes staff and students to have more competence while performing their activities in your department

Responses	Frequency	Percentage
Agreed	50	50%
Strongly agreed	30	30%
Disagreed	15	15%
Strongly disagreed	5	5%
Total	100	100%

The above table shows that 50 respondents representing 50% agreed with the above statement, 30 respondents representing 30% strongly agreed, 15 respondent 15% disagreed while only 5 respondents representing 5% strongly disagreed.

This implies that Knowledge of ICT makes staff and students to have more competence while performing their activities in your department.

SUMMARY

The study had four objectives and four research questions were raised to guide the study. The researcher adopted the descriptive survey research as the methodology for the study. The population of the study was 250 (for instance) and the sample was 100 (for instance) students taken from NCE 1,2, and NCE 3. Random selection as employed to determine the sample size of the study. A structural questionnaire was used as the instrument for data collection. The researcher personally administered the instrument, this process took one week. Data collection from respondents were analyzed using descriptive statistic and percentage.

The finding of this research reveals that Though ICT technologies are provided and being used in the Department for both teaching and learning by lecturers and students, it is grossly inadequate, thereby necessitating the inaccessibility by the students who are supposed to be beneficiaries.

Business Education lecturers do not make use of ICT tools in teaching and learning, which have impacted negatively in developing the entrepreneurial skill of Business Education students.

ICT tools are very much helpful and beneficial in improving teaching and learning of entrepreneurial skill among students of Business Education and will go a long to offer better job options to students after school

Furthermore, the challenges being faced in the adoption of ICT tools by business lecturers and students are amongst others to include; poor state of power, high cost of ICT tools, lack of qualified teachers, and also the inability of the Department to provide these tools.

CONCLUSION

In regard to the data analyzed and the major findings of this research work. The research wishes to draw the following conclusion.

ICT tools like computers, projectors and internet facilities in the department are insufficient and hinder the students from being effectively equipped for the world of work after graduation.

Business Education lecturers do not provide practical teaching and mastering of ICT technologies to students in the classroom.

Practical application of ICT tools will go a long way in providing and equipping individual students and potential business educators with basic skills, competencies, experiences and attitudes necessary for the world of work and saleable skills for job creation.

The prospects of ICT tools to the Business Education student surpass the challenges if only the right attitude will be cultivated by Business Educators.

Business Education students must be economically empowered through entrepreneurial skills and practical knowledge that will help them take advantage of the business opportunities which are bound out there after graduation.



RECOMMENDATION

It is recommended that undergraduates be provided with necessary skill acquisition tools that will make them self-employed on graduation. These tools should be computer oriented as manual methods of doing things in the business world of today are fast being forgotten in our modern world of today.

Government must pay more attention to vocational education and constitute a monitoring committee that will checkmate the activities of vocational schools and institutions running the programme. This is because skills acquisition which is the backbone of vocational education is in recent times being relegated to the background while emphases are being paid to traditional or theoretical system of imparting knowledge.

In view of the challenges encountered in the adoption of ICT tools to teaching and learning, it is recommended that qualified lecturers be employed, and the necessary tools needed for onward impartation to students should be made available to them to curtail these challenges.

ICT tools like computers, projectors and internet facilities should be provided and made available to the department as the ones available now are grossly inadequate and students have little or no access to them for their practical, thereby necessitating a theoretical or traditional system of teaching.

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