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# USE OF ICTs AND ENTREPRENEURIAL SKILLS DEVELOPMENT OF FACULTY STUDENTS IN THE UNIVERSITY OF UYO – NIGERIA

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**ABSTRACT**

The study was on the use of information and communication technologies in entrepreneurial skills development of faculty students in the University of Uyo – Nigeria. After due observation on passive and inactive graduates doled out of the universities in Nigeria, the study was conceived to adopt the expost-facto-survey design and the Vrooms's 1968 expectancy theory to develop one hypothesis to guide the process. 425 out of 1370 year four students of the Faculty of Education, University of Uyo were sampled using stratified random sampling and proportionate sampling techniques to take part in the study. A questionnaire instrument tagged Use of ICTs and Entrepreneurial Skills Development Questionnaire (UIESDQ) was developed to receive information from the respondents. The instrument was validated with two experts and had reliability co-efficient of .78 and was suitable to gain the required information. The data were analyzed using mean, standard deviation and t-test statistics and the hypothesis tested at .05 significant level. The analysis yielded a significant influence of use of ICTs on entrepreneurial skills development of faculty students. Based on the findings, the following recommendations are made to enhance entrepreneurial skills development of faculty students: (1) Entrepreneurial training should be part of the course programs for every undergraduate students' in the universities, (2) ICTs facilities and linkages should be provided in various faculties and technical laboratories in the different university faculties among other recommendations.



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## INTRODUCTION

The development of self and the nation is a function of quality education in the classrooms. Quality education and instruction are based on the use of diversified media and resources used in enriching classroom communication. The essence of formal education also is to provide well graded and segmented curricular activities using effective and efficient pedagogical strategies to cope with all categories of learners. Efficient classroom communication is a sine-qua-non for learning to take place in all spheres of self-development in schools. For any economy to strive the caliber of personnel piloting different work force must be adequately trained to have enhanced capabilities and experiences relating to such skills and abilities in critical thinking, problem solving, creativity and adjustment among other skills to cope with the nature of work.

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The universities have the onus to ensuring that their graduating students are well equipped to enter the work force and explore the world for nation development and for individual upliftment. To guarantee this, instructional strategies should be diversified to cope with the yearnings of graduating students and with the demands that come with global advancement and complexity. There is also this antecedence of academic laziness observed among most university students. They show unwillingness to put in expected efforts in their studies. This is a clear manifestation of lack of interest in their academic pursuit. It is hoped that if students interact with ICT materials, interest and positive attitude can be generated among students for the better. There have been general outcries of dissatisfaction among government, parents and other education stakeholders on the inactivity of graduating students in universities and consequently, inadequate abilities to work independently and or poor academic performance (Adeyegbo, 1994; Anekwe,2006;Ifeaker, 2005; Nwosu, 1994; and Olaruntogbe, 2000). This is one of the reasons why most university graduates do not seem to be productive.

Entrepreneurial skills acquisition in the learners has to do with improving students' abilities in performing diversified tasks for life sustainability, independence and development. With the expansion of information and knowledge, their accessibility could be very useful in management capabilities, health care services, transportation, human resource development, business etc. to enhance economic development of the nation. ICTs can thus play a critical role in furthering any individual or nation in these directions. Use of ICTs can change communication policy framework and can become an indispensable tool in fighting poverty. It provides students and Nations at large with Entrepreneurial unprecedented opportunities to meet developmental goals and can bring New hope to the people. It is hoped that if the potentials of ICTs are expanded and used by the graduating students, there could be improved human welfare and dramatic self- development (Maximpaka and Mugurameza, 2010). To change the statusquo of unemployment among graduates, ICTs could be very useful in adequate, effective and sustainable skills acquisition training tailored to meet the needs of graduating students from the universities. The use of ICTs will cultivate interest and will power towards actualization of opportunities and right to full participation in all entrepreneurial economic enterprises to acquire full fledge vocational skills to ensuring strong egalitation and self-reliance using equipment, materials, computers and other electronic devices. These could be achieved through the use of technology directed medium of communication, functional vocational arithmetic, practical in chosen vocational areas and online contacts on industrial and vocational cites e.g farms, forest, ranges, ponds, etc. to ensure cross breeding of ideas and practical skills.

For the purpose of this paper entrepreneurial skills development connotes skills acquisition training as an avenue for building basic skills and knowledge in ones chosen area of interest or self-sustaining economic independence using human and material resources which abound in our environment. These materials could be used for weaving, shoes, bags and other related leather work, home management, electronic works, soap, candle and pomade production, breeding in crops and livestock, horticulture, mushroom breeding and production, processing processes, pond stocking, snail breeding, pomiculture, alericulture, floriculture, poultry, marketing, bamboo/wood furniture works, use of electronic and other communication gadgets and many other skills. Entrepreneurial skills development is therefore viewed as the scope of technical and vocational development of a child that leads to the acquisition of practical and applied skills and scientific knowledge or any form of education which primary purpose is to prepare one for employment in recognized occupation in line with the view of Okere (2001). The essence of entrepreneurial training is a sure way to reducing economic related problems e.g. unemployment and poverty which are the foremost problems of man especially in developing countries. In this era where graduates with qualification and standards for employment find it extremely difficult to securing white-collar jobs, entrepreneurial training cannot be dispelled with a wave of hands as an option for economic breakthrough and advancement. The nations transformation agenda of becoming one of the world's 20 biggest economies in 2020 requires students to be adequately provided with entrepreneurial skills and experiences required for self-development and national sustainability. This can only be guaranteed with the use of ICTs. Students with phobia and motor deficiencies in active learning require technology to benefit from instructions within the classrooms that will enable them acquire skills that will make them independent and self -reliance. Researches show that ICTs can facilitate the development of high order skills, critical thinking and scientific inquiry of students to produce the enablement in entering the workforce and navigate a complex world (Kurumeh and Chiansen, 2012). ICTs have been a veritable and indispensable tool for fighting poverty and ensuring its reduction in the world. ICTs application consist of hardware, software, networks, equipment and media for collection, processing, storage, transmission and presentation of information through voice, data, texts, images in gaining proficiency in skills development (World Bank, 2002). Teaching in the classroom can require interactive materials, radio, video, discs, computers, smart phones, virtual library, virtual classroom, virtual laboratory, pod cast and webcasts, Auto-cards, and G-mats, among other ICT technologies.

**Statement of Problem**

It is not true that the much desired acquisition of university degrees definitely translates into rewarding employment. What unfortunate is true is that most university graduates are lacking in expected skills and particularly entrepreneurial skills. Sufficient knowledge in self -sustenance and required skills come in very useful where the much popular white collar jobs are not available for graduates. Several thousands of graduates are produced yearly from Faculties in our Universities with the University of Uyo contributing a significant quota. Worse still, changes of white collar job engagement have thinned out, complicating issues for graduates who have been condemned to rooming streets, hoping against hope for employment in government establishments that is non-existence. Being that this generation's graduates lack pre-requisite skills in diversifying inert talents towards productive and profitable ventures that can guarantee self- reliance, sustainability and self-employment, they easily buy into negative social vices like armed robbery, human kidnapping and general theft, habitual smoking and drunkenness and thurggery among others due to hunger and frustration. Can it be that usage of ICTs in training for entrepreneurial skills development will enhance graduates' capabilities towards self-employment, self-reliance, self-development, independence and sustainability? This is the question that motivated the researchers to take up this study and find out if adoption of ICTs in training can facilitate entrepreneurial skills acquisition and development of graduating students of the Faculty of Education of the University of Uyo in Nigeria.

**OBJECTIVES**

The purpose of this study is to examine if the use of ICTs in teaching and learning can facilitate acquisition of entrepreneurial skills development of graduating faculty students of the University of Uyo. Specifically, the study is to find out the significant influence of ICTs utilization and skills development among Faculty students in the University of Uyo.

## METHODOLOGY

The study is based on the theoretical framework of Vrooms' expectancy theory of (1968). The basis for this framework is that Job or task performance is strongly dependent upon the individual perception about the type of outcome for such task.

The theory explains peoples' choice of tasks or jobs as determined by such factors as expectancy, instrumentality and valence. Motivation to carry out a task is as a result of the goal the individual will reach and also if the goal will be worthwhile. Successful performance in the job will be followed by rewards and valence. The perceived relationship between efforts and performance is the expectancy while the perceived relationship between performance and work related outcome (rewards) is the instrumentality and the value attached to reward is valance. The summary has to do with individual needs and motivation to actualize the need. Individual students can be motivated through the use of ICTs to prompt the value for entrepreneurial skills acquisition (Valance) and satisfaction at the end. Based on this framework, the study adopts the expost-facto-survey design. This design is necessary because it seeks to examine what has already existed and to compare the causal differences with improvement on what had existed. One hypothesis is postulated to guide the study. There is no significant influence of use of ICTs and entrepreneurial skills development among graduating students of Education Faculty in the University of Uyo. Of the 1370 students in the Faculty of Education, 425 were selected from the seven departments that make up the Faculty using stratified random sampling and proportionate sampling technique. Stratified random sampling was used to have a fair representation of at least 50 students from each department and proportionate sampling technique was used to sample 75 students from the departments with high comparative population.

**The Sample Frame is as seen in Table I below**

**Table 1.**

| S/No | Department | No. of Students | No. of Students Sample | Percentage Sampled |
|---|---|---|---|---|
| 1 | Educational Technology and Library Science | 178 | 50 | 28% |
| 2 | Physical and Health Education | 102 | 50 | 49% |
| 3 | Science Education | 183 | 50 | 27% |
| 4 | Early Childhood and Special Education | 187 | 50 | 27% |
| 5 | Educational Foundation | 220 | 75 | 34% |
| 6 | Vocational Education | 226 | 75 | 33% |
| 7 | Curriculum Studies, Management and Planning | 274 | 75 | 27% |
| | Total | | 425 | |

Source: Faculty of Education Records (2015)

**The analysis is as seen on Table 2**

**Table 2. Influence of ICT on entrepreneurial skills development among graduating students**

| Variables | N | X | $S^2$ | Df | t-cal | t-crit |
|---|---|---|---|---|---|---|
| Use of ICTs | 268 | 89.4 | | | | |
| | | | 128.2 | 423 | 2.31* | 1/96 |
| Entrepreneurial Skills | 157 | 52.4 | | | | |

*P=<.05

A questionnaire instrument tagged use of ICTs and entrepreneurial skills development questionnaire (UIESDQ) was used to obtain information from the respondents. The instrument had 20 items developed on a four-point-rating scale response of strongly agree, agree, disagree and strongly disagree. The aim was to examine if ICTs utilization could facilitate entrepreneurial skills development of Faculty students. The instrument was validated in construct and content to elicit the required responses by two experts from measurement and evaluation department and another by the Director Entrepreneurial Skills Development Centre of the University of Uyo. Their corrections were very useful in developing the final copy of the instrument.

Also 20 students that did not take part in the study were selected from the faculty to test run the instrument using test-retest approach. Their responses were coded and analysed using the Cronbach Alpha reliability statistics. The test yielded reliability co-efficient of .76. The instrument was therefore adjudged reliable for collecting the required data.The data were analysed using simple percentages, mean and standard deviation. The hypothesis was tested using the t-test descriptive statistics at .05 significant level.

## RESULTS AND DISCUSSION

### Testing of Hypothesis

There is no significant influence of the use of ICTs on entrepreneurial skills development among graduating students of Education Faculty in University of Uyo. Table 1 indicates that, the calculated t-value of 2.31 was greater than the critical t-value of 1.96 at 423 degree of freedom and .05 alpha level. Therefore, the null hypothesis as stated above is rejected. This implies that, there is significant influence of the use of ICTs on entrepreneurial skills development among graduating students of Education Faculty in University of Uyo, Uyo.

### Discussion of Findings

This study shows a significant influence of use of ICTs on entrepreneurial skills development among graduating students in education faculty in University of Uyo, Uyo.

The reason for this result is that ICTs are veritable and versatile tools of man in this millennium in accomplishing tasks. The tools provide enablement, knowledge and skills for sustainable existence of students even after graduation. Use of ICTs can equally reduce poverty and raise the income of an individual student. Use of ICTs enhances improvement in quality of learning, effectiveness, convenience and experience thus making an individual deliver measurable results. Graduates fundamentally think and devise means of redefining and redesigning their capabilities. Use of ICTs in entrepreneurial skills development enable graduates effectively respond to accelerating global competition, remove situation barriers and ensure collaborative learning and training.

The finding of this study is in line with the study of Kurumeh and Chiansen (2012) who submitted that use of ICTs can facilitate the development the development of high order skills critical thinking and scientific inquiry of students to produce enablement in entering the workforce. The finding of this study is an indication that use of ICTs in entrepreneurial training can raise the realization of graduating students' potentials apart from their cognitive development.

**Conclusion**

The study concludes that the use of ICTs for entrepreneurial skills development of graduating students is the sure way of students' empowerment and will facilitate quick access to skills for sustainable development. The study concludes that use of ICTs in teaching and learning remains a sine-qua-non for graduating students' development and empowerment. Equally it will help university faculties to impact positively on students to secure independence and self-sustainability after graduation.

**Recommendation**

The study submits the following recommendations to enhance entrepreneurial skills development before students' graduation.

- Entrepreneurial training should be part of the course programs for every undergraduate students in the universities.
- ICTs facilities should be provided in various faculties and technical laboratories in the various university faculties.
- Diversified entrepreneurial curricular activities should be introduced to students depending on students' inherent talents.
- Entrepreneurial units and directorates should be introduced in all the universities to direct the programme of training for different faculties.
- Entrepreneurial courses should be made compulsory for the students in the universities.

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