

## **Preliminary Identification of Performance – Oriented Competences for Undergraduates’ Entrepreneurial Education via Information Communication Technology (ICT) for Wealth Creation in Enugu State, Nigeria.**

**Ezegbe B.Nkiruka<sup>1</sup>, Eskay Michael <sup>2</sup>, Anyanwu Joy<sup>3</sup>, Ikwumelu, SN <sup>4</sup>**

**1 Social Science Department, University of Nigeria  
Nsukka, Enugu, Nigeria**

**2. Educational Foundations, University of Nigeria  
Nsukka, Enugu, Nigeria.**

**3. Educational Foundations, University of Nigeria  
Nsukka, Enugu, Nigeria.**

**4 Educational Foundations, Ebonyi State University  
Ebonyi, Nigeria**

### **Abstract**

This study sought to find out from the perceptions of the undergraduate students, the ICT and Entrepreneurial Competences needed for wealth creation. The study was carried out in Enugu State of Nigeria. The population of the study comprised of approximately 3000 final year students of University of Nigeria Nsukka (UNN )and Enugu State University of Technology Enugu (ESUT).Two hundred students was purposively sampled from the two schools, 100 from each school. Questionnaire was used to collect data. The instrument was validated by two lecturers in the Department of Social science Education, UNN. Data was analyzed using a modified four point rating scale of Strongly Agree (4points), Agree (3points), Disagree (2points) and Strongly Disagree (1point). Mean was used to answer the two research questions. The bench mark for the acceptable value is from 2.50 and above. The major findings of the study revealed that almost all the identified entrepreneurial competences were perceived by the respondents as the competences for wealth creation, while all the identified ICT competencies were accepted for entrepreneurial empowerment. Based on the findings of the study the following conclusion and recommendations among others were drawn. School Administrators should try to organize workshops intermittently, inviting resource persons who are experts in different field of study to acquaint the students with practical skills that will help them to be functional in a specific area of interest.

***Keywords: ICT, Education, Entrepreneurial Competences, Special Education,***

## 1. Introduction

The quest for a functional educational system that is responsive to the needs and aspirations of the society has been the heart beat of nations of the world. This is because education has been recognized as a powerful instrument that determines the level of individual and development of any nation. Various reforms in education sector all over the globe were geared towards producing effective and functional members of the society. Information and Communication Technology (ICT) and Entrepreneurial education are one of such reforms. This will help to ameliorate the problems of unemployment in the society.

The issue of unemployment among youths could be linked to the nature of school curriculum which failed to prepare the recipients to be job creators rather than job seekers. Lack of technological skills have rendered so many youths poor as they could not function effectively in the modern information technology. Yusuf, (2005) maintained that modern information technology can be of assistance in accelerating, enriching and deepening skills acquisition, help to relate school experience to work practices and equally, help to create economic viability for tomorrows working class. Equally, Nwagwu, in Oku and Onuoha (2010) pointed out that Nigerian educational system was not equipping the recipients with the needed skills for economic development. It was as a result of this anomaly that the Federal Government, according to Oku and Onuoha (2010) advocated for infusion of the National Economic Empowerment Development Strategy (NEEDS) into education in order to equip the youths with relevant skills for their present and future self-relevance.

Consequently, it is pertinent to note that the objectives of the NEEDS may hardly be attained, unless Nigeria is able to take advantage of the opportunities offered by modern technology, Modern technology, no doubt, holds promise for youths' education by helping to shape environment that will allow them to create, explore, and learn by doing. Modern technology has the capacity of helping students manipulate entrepreneurial skills to create wealth and participate effectively in the global knowledge economy.

Recognizing the importance of higher institution in the global knowledge economy, the Federal Government, according to Boroffice (2008), instructed that all higher institutions in Nigeria should introduce entrepreneurship as a compulsory course for all students across all disciplines with effect from the 2007/2008 academic session. Nevertheless, the Federal government's effort to establish entrepreneurship education was aimed at ensuring that our graduates acquire certain entrepreneurship sills that will make them self-reliant and independent, contributing their own quota to the development of the nation.

Entrepreneurship has been variously defined by different people in different ways and from different perspectives. For instance, Akabi (2002) and Nwafor (2007) defined it from economic perspective as the willingness and ability of an individual to seek out investment opportunities in an environment, and be able to establish and run an enterprise successfully based on the identified opportunities. Adibu and Dedekum (2006) saw it from sociological and psychological view point. Accordind to them, entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risk. It

has also been identified as the process of venturing, undertaking and assuming risks involving creative skills....Egboh (2009). Similarly, Kuratko and Hodgetts (2001) saw entrepreneur as an individual with the aim of establishing new resources or endow old ones with a new capacity, all for the purpose of creating wealth. Implicit in the above definition is that willingness, ability and capability are important factors for an entrepreneur. This is what educational system aimed at inculcating into the recipients in order to help them use the skills they have acquired to set up a profitable oriented enterprise. Through acquisition of entrepreneurial skills, a sustainable life style may be easily maintained. Muller (2004) succinctly stated that one of the benefits of entrepreneurship is that it helps students to change personal and career attitude including: ability to control one's own life, personality, creativity and interpersonal communications. Entrepreneurship Education (EE) has been defined as a process of inculcating knowledge skills, creative thinking etc. into the learner for the purposes of promoting a strong sense of self-worth and high sense of initiative (Wikipedia 2010, Etele 2007, and Osakwe 2011).

It is important to note that creativity and interpersonal communication in this present era could only be effective when one is ICT compliant. The role ICT can play in enhancing the effectiveness of poverty reduction is not in doubt. According to Ezeugbor, (2008) ICT refers to a whole range of facilities or technologies involved in information processing and electronic communications, to be handled with skills and expertise for effective achievement and realization of its potentials in both education and socio-economic development. This means that for one to be a successful entrepreneur, one need to acquire certain ICT skills to function effectively in a specific area. Ezeugbor, (2008) enumerated such ICT competences as: awareness of overall development in ICT, desktop publishing, information retrieval, among others.

Despite its importance in the global economy, Nigerian ICT compliance seems to be very low compared with other countries of the world. Describing Nigeria's position in the global technology arena, Ezeugbor, (2008) reporting Osugi (2005) stated that there is a big gap between the average Nigeria computer skills and the skills of citizens of other countries. Lack of ICT skills by the majority of Nigerian youths has adversely affected entrepreneurial skills and potentials in both education and socio-economic development of individual and Nigerian society at large. There is still high rate of unemployment among Nigerian youths. Today's youths are very covetous and materialistic to the extent that they tend to lack critical thinking, logical reasoning, innovative and enduring spirit that are very vital for a good entrepreneur. This cannot help for a sustainable life style which EE promotes. Unsustainable life style according to Chike-Obi (2012) breeds lawlessness, frustrates hard work and entrepreneurship and discourages genuine investment. The incessant increase of unemployed youths in Nigeria despite the on-going EE is an evidence of unsustainable life style. The problem behind the non-achievement of the objectives of EE may be attributed to students' lack of interest on the curriculum and its delivery designed for the EE and ICT.

In line with the fore-going the researchers want to find out from the youths the competences they may consider relevant for their EE and ICT. It is hoped that the findings of this study will provide additional information to the

curriculum planners for EE and ICT. For youths, it will give room for wealth awareness creation as well as acquiring more knowledge on entrepreneurship and ICT skills.

The following research questions were raised to guide the study.

## 2. Research question:

1. What entrepreneurship competences do youths consider relevant for wealth awareness creation?
2. What ICT competences/skills do youths consider relevant for effective entrepreneurship empowerment?

## 3. Method:

The study was a survey of final year undergraduate youths in the two Universities in Enugu State of Nigeria, namely: University of Nigeria Nsukka (UNN), and Enugu State University of Technology (ESUT). The population of the study is approximately 3,000 final students. Purposive Simple random technique was used to select 100 students in each school. This means that 200 final year students were purposively sampled for the study.

The questionnaire consists of 3 sections-A, B and C. Section A, consists of personal data of the respondents, section B, consists of 10 items, while, section C, consists of 7 items. The questionnaire items was subjected for face validation of the expert opinion of two lecturers, in the Department of Social science Education, University of Nigeria, Nsukka. The validated instrument was further subjected to a test of reliability analysis using Cronbach Alpha statistics. Data from sections B and C were used which gave a reliability coefficient of 0.72 and 0.76 respectively.

Three research assistants were used to distribute and collect data. Data was analysed using four point rating scale of Strongly Agree (4points), Agree (3points), Disagree (2points) and Strongly Disagree (1point) to answer the two research questions. The bench mark for accepting the mean for item on the questionnaire is 2.50 and above. Data for answering research question 1 are presented in Tables 1 and 2.

## 4. Results:

**Table1:** Mean ratings of the undergraduate students on the needed entrepreneurial competence for wealth creation.

S/N	ITEMS	SA	A	D	SD	TOTAL	X	DEC
	Entrepreneurial Competence the youths considered relevant for wealth awareness creation:	(4)	(3)	(2)	(1)			
1.	Motor mechanics repairing	97	73	25	05	662	3.31	Accept

2.	Computer coupling/configuration and repairing	84	106	06	04	670	3.35	“
3.	Catering/baking	101	92	02	05	689	3.45	“
4.	Home dressing/interior decoration.	60	100	22	18	602	3.01	“
5.	Printing and Publishing	67	102	17	14	622	3.11	“
6.	Cloth making	126	54	04	16	690	3.45	“
7.	Hair dressing(barbing, plaiting, styling)	100	54	46	00	654	3.27	“
8.	Laundering (cloth washing/dry cleaning)	50	62	48	40	522	2.61	“
9.	Computerized artistic	103	64	21	12	658	3.29	“
10.	Iron Welding	10	11	111	68	363	1.82	Do not accept

Data from table 1, revealed that the mean ratings of the undergraduate youths on the needed entrepreneurial competencies for wealth creation for items 1-10 are 3.31, 3.35, 3.34, 3.01, 3.11, 3.45, 3.27, 2.61, 3.29 and 1.82 respectively.

**Table 2: Mean ratings of the Undergraduate students on the needed ICT Competence skills for wealth creation.**

S/N	Item	SA	A	D	SD	Total	X	Dec
ICT competences the youths considered								
Relevant for their empowerment.								
1.	Ability to retrieve information using CD Roms	102	84	08	06	682	3.41	Accepted
And other commercial programmes.								
2.	Desktop Publishing.	180	16	03	01	775	3.86	Accepted
3.	Interactive presentation	101	94	04	01	695	3.48	Accepted
4.	Effective use of Internet.	122	78	00	00	682	3.41	Accepted
5.	Ability to prepare graphics and Artworks	120	70	04	06	704	3.52	Accepted
6.	Knowledge of the functions of the various							

---

Component of computer 55 72 30 43 539 2.70 Accepted

---

Table 2, revealed that the mean ratings of the undergraduate youths on the needed ICT competences for wealth creation for items 1-6 are: 3.41, 3.86, 3.48, 3.41 3.52 and 2.70.

## 5. Discussion:

The findings of the study revealed that apart from item no. 13(iron welding), all other identified entrepreneurship competences were perceived as wealth awareness creation competences for the youths. The items which they agreed to be the needed entrepreneurship competences are as follows: catering/banking, cloth making, followed by computer coupling/configuration and repairing, computer artistic, hair dressing. Motor mechanics repairing, livestock rearing and maintenance, printing and publishing, home dressing/interior decoration, laundering, soap and pomade making, and fishing. However the youths disagreed that iron welding is entrepreneurship competence they need for wealth creation. Their reason might be probably because of the low status of the welding industry in Nigeria.

The above findings showed that undergraduate youths who are in different field of study still need skills in the identified areas so that on their graduation from the University, they would be able to establish small scale business that might not even need big capital to start. The implication of such is that the youth restiveness in our society will reduce as many youths would be self employed. This however, is in line with Olayinka, Adeyemi and Yusuf (2010) who succinctly stated that the relevance of technical and vocational education in the provision of skillful and technical manpower in the society will bring about gainful employment to ample numbers of the populace.

## 6. Conclusion and Recommendation:

Entrepreneurship Education has been accepted as one of the many reforms in education which aimed at solving the problem of graduate unemployment in the society. The acquisition of the entrepreneurship knowledge and skills will go a long way in making our graduates self-reliant and independent thereby contributing their own quota to National development. Wealth creation can be easily attained if the desired entrepreneurial skills are practically inculcated in them.

Based on the findings of this study, the researchers recommended as follows:

1. Widening of the scope of entrepreneurial curriculum to accommodate many special areas so as to allow students choice of choosing needed competencies according to need and interest.

2. School administrators should try as much as possible organize workshops, inviting resource persons who are experts in different fields of study to acquaint the students with practicals which will help them to be functional in a specific area of interest
3. Lecturers in our universities should try to adopt learner-centered approach which encourages active classroom through the use of innovative methods of curriculum delivery. This is against passive classroom where the learner is subjected to be dormant and inactive, thereby learning little or nothing.
4. Students should be allowed to select entrepreneurial skills they are interested in and should be helped to acquaint the skills through effective planning, implementation and internalization of such skills.
5. Examination on EE should be practical oriented. This will help to taste the recipient on the skills acquire.

## References

- Adibu, F. A. and Dedekum, S. E. (2006). Toward developing entrepreneurship consciousness among Nigerian youths. *Journal of Business and Management Studies*. 1,(1).
- Akanbi, A.A. (2002). Entrepreneurship Education in the Tertiary school curriculum. *Journal of the World Council for Curriculum and Instruction*. 3(2). 102-107.
- Borffice, O. B. (2008). Building partnership for entrepreneurship development in Nigeria Universities. National Sensitization workshop on entrepreneurship development in Nigerian Universities organized by NBTI and NUC, 21<sup>st</sup>-22<sup>nd</sup> May.
- Chike-Obi, M. (2012). Sustainability as a Key in life; Business and Government. A lecture presented at the University of Nigeria Nsukka during her 52 Founders Day Celebration held on oct; 4, 2012.
- Egboh, S.H.O. (2009). Entrepreneurship development for employment and wealth generation, Benin City: Ethis Printer.
- Etele, O. (2007). Entrepreneurship and emerging young entrepreneurs wealth creation knows no age. London: Withworth Books.
- Ezeugbor, C.O.(2008). Information and Communication Technology.Competence Level of Nigerian Tertiary Institution Teachers as a Challenge to Harnessing the ICT gains in Education. In B. G. Nworgu (ed). *Education in the Information Age: Global Challenges and Enhancement Strategies*. Nsukka: Nigeria. University Trust Publishers. 137-143.

- Kanno, T. N. in G.A. Badmus (1995). Enhancing Women Contribution to National Development Through Relevance Curriculum. Women Education and National Development and Crisis In Nigerian Education System. The Nigerian Academy of Education.
- Kuratko, D. F. and Hodgets, R. M.(2001). Entrepreneurship, a contemporary approach, 5<sup>th</sup> ed. New York: Harcourt Inc.
- Muller, S.L. (2004). Gender gaps in potential for entrepreneurship across countries and cultures. Journal of developmental entrepreneurship 9(3) 1999-220.
- Nwafor, P.Z.(2007). Practical Approach to Entrepreneurship Small and Medium scale Enterprise. Enugu Precision Publishers.
- Okoli, J.N.(2010). Providing Entrepreneurship Education at the Secondary Education Level through Science Technology and Mathematics (STM) Education to meet the challenges of Globalization in Nigeria. International Journal of Educational Research. 10 (1). 205-223.
- Oku, O.O. and Onuoha, K.(2010). Entrepreneurship Education and Gender Equity: Exploring the Link. International Journal of Educational Research. 10,(1). 224-235.
- Olayinka, O. Adeyemi, A.B. and Yusuf, A. O. (2010). Enhancing NCE Technical and Vocational Graduates to Develop Managerial Competencies in entrepreneurship. International Journal of Educational Research. 10,(1). 236-245.
- Osakwe, R. N. (2011). A Survey on the perception of need for entrepreneurial skill acquisition among Undergraduate Students tertiary Institutions in Delta State. Delta State University (DELSU) Journal of Educational Research and Development. 10. 127-141.
- Wikipedia, the Free Encyclopedia. (2010). Entrepreneurship education. Retrieved on Jan; 15, 2010, From [mhtml:file:///f:for 20%printing/ entrepreneurship20%education](http://mhtml:file:///f:for%20printing/entrepreneurship20%education).
- Yusuf, M. O. (2005). Information and Communication Technology: Analysis of the Nigerian National Policy for Information and Communication Technology. *International Education Journal*. Lagos: 6,(3). 316-321.