

# Entrepreneurship Instruction with Information and Communication Technology (ICT) and Improvement of Entrepreneurial Practices in Nigeria for Global Competitiveness

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**Abstract:** This study investigated how ICT can be used to enhance entrepreneurship instruction for the improvement of entrepreneurial practices in Nigeria for global competitiveness. Four research questions were posed and one null hypothesis formulated to guide the study. The population of the study comprises all one thousand six hundred (1,600) entrepreneurship learners in tertiary institutions in Imo state Nigeria. Stratified random sampling technique was used to select four hundred (400) learners from five (5) tertiary institutions in the State. Purposive sampling technique was also used to select Forty entrepreneurship and Business Education instructors. Data were collected with use of 20-item research questionnaire titled Entrepreneurship Instruction with ICT and Improvement of Entrepreneurial Practices Questionnaire (EIIEPQ), and semi-structured interview for instructors. Data obtained were analyzed using, independent t-test, and descriptive statistics (frequencies and mean score). Results obtained revealed that ICTs that are relevant for entrepreneurship education has not been adequately provided for entrepreneurship studies in universities to foster teaching-learning of international standard. Diverse ways ICT can be used in entrepreneurship education, is seen to be applied at relative low frequency by instructors. The results also showed that instructions on entrepreneurship delivered with the use of ICT significantly influence entrepreneurship attitude development in learners for global competitiveness in entrepreneurial practices. And that students have not adequately been taught ICT application in doing business as part of entrepreneurship curriculum to enhance production of globally competitive entrepreneurs from the educational system. Based on the results and findings from the study, it is recommended that; Facilitators of entrepreneurship education should be provided with adequate in-service training on using ICT for entrepreneurship teaching-learning and for research purposes. This will serve to encourage them to employ these equipment frequently in teaching-learning of entrepreneurship, for better outcomes. Provision should be made for students to learn ICT application in business as part of the content of the entrepreneurship studies. These should be taught by experts to enhance their efficiency on that, since ICT application in business is overwhelming in this global age.

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## **1. Introduction**

The dawn of present century has witnessed a drastic change in structures, roles and activities of human in diverse ways. This is seen at offices, business ventures, schools, and even at homes. There has been a significant shift from analogue modes of tasks achievement to digital revolution. The concept of turning the world into a global village is being gradually optimized by use of Information and Communication Technology (ICT). The relevance of ICT in societal transformation is overwhelming, and this is why European Union work programme report (2012) says that “deep transformations are under way in our society. ICT innovations are both a driver and a support for these transformations. New enabling technologies and applications are emerging, which have the potential to promote cultural understanding between citizens, seed innovation in institutions and create competitive advantage for businesses in the future”. According to Vergragt (2006), Technology development has been the result of interplay of many factors such as:

- Scientific discoveries,
- Changing business self-image and interests,
- changing consumer demand,
- Government regulation,
- The global citizens’ movement,
- Emerging institutions and paradigms, and
- Ultimately changing dominant values.

This is a relative emphasis on the role ICT have played in education, its contribution in contemporary ways of doing business, and total societal transformation bring about by the use of ICT.

Information and Communication Technology, according to Iwu and Ike (2009) is the acquisition, processing, storage and dissemination of vocals, practical, textual and numerical information by a microelectronic based combination of computing and telecommunication. It is an umbrella term that includes any communication devices or application, encompassing radio, television, cellular phones, computer networks, hardware, software, electronic mail, facsimile, satellite systems as well as the various services and application associated with them (Iwu & Nzeako, 2012). ICT can simply be said to be associated with sending, receiving, computing, formatting, storing and retrieval of information with the use of technological gadgets, which can be hardware or software. In the school system, the role of ICT can be seen in terms of quality research with the use of internet and other applications, which enhance availability of adequate and current information on the subject matter which enhance quality instruction. Instructional delivery with the use of ICT, facilitation of speed and accuracy of communication, improved daily routine and information storage by use of ICT, general administrative matters, and so on. Entrepreneurship education as part of curriculum content of study in schools has been defined by Bechard and Toulouse (1998) as a collection of formalized teachings that informs, trains, and educates anyone interested in business creation or small business development. The following are the most commonly cited objectives of entrepreneurship education and training programmes according to Thomas and Barra (1994):

- To acquire knowledge germane to entrepreneurship;
- To acquire skills in the use of techniques, in the analysis of business situations, and in the synthesis of action plans;

- To identify and stimulate entrepreneurial drive, talent and skills;
- To undo the risk-adverse bias of many analytical techniques;
- To develop empathy and support for all unique aspects of entrepreneurship;
- To devise attitudes towards change;
- To encourage new start-ups and other entrepreneurial ventures.

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. All these are directed towards the preparation and participation in the occupation of vocational and technical values which is designed to develop understanding, comprehension, attitudes, abilities, skills and work habits among others

## **2. Statement of the Problem**

Nigeria being the Africa's most populous country and claimed giant of Africa, has over the years witnessed economic drawbacks in terms of low economic growth and development, to compare with advanced countries. The economy of advanced countries has been seen as chiefly driven by activities of government and largely that of entrepreneurs. The impact of activities of entrepreneurs to the economy of western world cannot be measured with that of Nigerian entrepreneurs, hence the need for re-directed entrepreneurship education towards attaining global competitiveness in entrepreneurship. Since ICT has brought drastic change in structure and mode of task achievement, it is pertinent to re-structure modes of entrepreneurship education delivery and its curriculum content to be geared towards application of ICT in both classroom instructions and practical approaches to use of ICT in doing business. Since the new world order demands extensive application of ICT in business, like web-based sales, e-transacts, accounting, communication, record keeping, data bases, and so on, enhancing class room experience to reflect this reality of societal demand will be a great way to achieve producing well skilled entrepreneurs from educational system to meet up with international standard of doing business .

The problem of producing entrepreneurs that lack skills for Global competitiveness has been greatly associated with inadequate ICT facilities in institutions for entrepreneurship instruction, inability of entrepreneurship instructors to manipulate such equipment and packages relevant to entrepreneurship, to facilitate learning that is of international standard, and non-integration of ICT application in business as part of entrepreneurship curriculum.

Despite the efforts of the Government and institutions to curb these problems by incorporating ICT in schools teaching and learning, providing the trainers with in-service training on ICT, and even encouraging ownership of these ICTs among teaching staff, yet the problems persist. The study has been directed towards discovering how entrepreneurship instruction with ICT can improve entrepreneurial practices in Nigeria for global competitiveness. Effort is made here to ascertain the extent of availability of ICT in institutions of learning for entrepreneurship studies, ways ICT can be used for entrepreneurship education and how frequent they are used in entrepreneurship facilitation, the extent instructional delivery with ICT enhance entrepreneurship learning outcomes that is of international standard in learners and, the extent teaching ICT application in business as part of entrepreneurship curriculum, has been provided for learners, which will enhance them to acquire entrepreneurship attitude that will enhance global competitiveness.

### 3. Literature Review

The study of how entrepreneurship instruction with ICT can improve entrepreneurial practices in Nigeria for global competitiveness has recently attracted scholarly interest. This is because of the need for Nigeria as claimed giant of Africa to meet up with its economic growth and development like advanced countries, which are mostly driven by activities of entrepreneurs. Hence, the need for innovative entrepreneurship instruction to meet the world standard of education which is mainly driven by ICT. The key to successful entrepreneurship education is to find the match between the practices of entrepreneurship in advanced countries, most effective way to manage the teachable skills and also lead the learners into knowing its application as entrepreneurs. The choice of techniques and modalities of entrepreneurship instructions depends mainly on the objectives, contents and constraints imposed by the institutional and societal demands and expectations. Focusing on education and relative significant contribution of ICT, Lopez (2003) submits that it has provided innovation for teaching and learning, and has engendered advances in research about how people learn, thereby bringing about rethinking the structure of education. Although ICT resources have been looked upon as tools for the upliftment of the standard of education in any nation, the level of compliance in implementing the resources in instructional development process leaves much to be desired in Nigerian higher education system. Ways in which ICT can be used in education as stated by Ikelegbe (2006) in Oviawe and Oshio (2011, p. 128) include:

- Supporting conventional classroom work. The teacher could ask his/her students to use ICT approach.
- Helping in the design and development of learning materials. A lot of materials can be downloaded from the Internet. Such materials must however be adapted to suit the specific instructional objectives.
- Accessing electronic teaching materials such as books, journals. These can be accessed, stored and analyzed by the use of ICT.
- Accessing virtual library “stocks” electronic versions of books, journals.
- Giving or providing access to the world of resources especially in electronic form.
- Playing a key role in educational administration. Students’ data, personnel administration, purchasing and supplies, advertisement, etc. can be handled with ease using ICT.
- Facilitating independent study and individual instruction especially on the open distance-learning programme.
- Making learning more vivid and engaging.
- Assisting the teacher in assessment and testing, and
- Bringing a permanent solution to brain drain problems as we now live in a global village.

According to Okeke (2006) ICT through its basic facilities enhances teaching and learning in the classroom. These facilities according to him include: Internet, which he pointed out its applications in education to include: Electronic Mail (E-mail) which is an internet based electronic substitute for conventional post office, World Wide Web (WWW) which is an aspect of the internet based on hypertext with the function to organize any information available into hypertext documents that are easily accessed through special links. Electronic Bulletin Board System which are electronic notice boards used in publishing information of any nature for public consumption. Other facilities pointed out by him that can help a teacher to make good use of the internet include computers, printers, scanners, telephones, reprographic materials and word processors.

Kalu and Onwukwe (2008) maintained that ICT permeates the business environment, it is the root of the success of modern corporations, and it provides governments with an efficient infrastructure. At the same time, ICT adds value to the processes of entrepreneurship education, and in the organization and management of

entrepreneurship sustainability. According to Alam (2009), ICT has opened global job market where people with competence can do jobs sitting in their own house anywhere in the world without going to or attending the work place. He also maintained that Technology education is increasingly recognized to be central to both the origins of technological development and challenges and to the prospects for successfully dealing with them. Technology education is to be considered as the key agent of technology development, either as a way of developing human capacity, increasing the skills of work force for modernization, industrialization, environmental development or as a matter of personnel freedom, developing capability and empowerment (Nwobasi, 2011). Mkposi (1996) observed that a country that is developing and manufacturing its own goods either from Hi-Tech or small/medium scale industries using indigenous skills and exports some of those goods to other countries is usually economically stable. This could be better achieved through the acquisition of entrepreneurial and occupational skills in technological and vocational education. Individuals with technical and vocation skills and good knowledge of ICT are characterized by self-reliance, self-employment and they fit properly into today's technical, entrepreneurial and business world.

According to Azuka, Nwosu, Kanu and Agomuo (2006), classroom behaviour must align with ICT—driven environment which is constantly shaping and re-shaping the work place and consequently, what is learnt and how learning takes place. The ability to use computers effectively has become an essential part of everyone's education. Skills such as bookkeeping, clerical, and administrative work, stocktaking and so forth, now constitute a set of computerized practices that form the core IT skills package: spreadsheets, word processors, and databases (Adomi, 2005).

The demand for computer/ICT literacy is increasing in Nigeria, because educators realize that computers and other ICT facilities can enhance entrepreneur education (Iwu & Nzeako, 2012). Meanwhile, educators have also realized that computers can be a threat to their job, and the only way to enhance job security is to become computer literate. With the high demand for computer literacy, the teaching and learning of these skills is the concern among entrepreneurs' educators (Brakel, 2003) cited in Iwu et al. (2012). Instructional techniques that use ICTs provide a different modality of instruments. For the student, ICT use, allows for increased individualization of learning. In schools where new technologies are used, students have access to tools that adjust to their attention span and provide valuable and immediate feed-back for literacy enhancement, which is currently not fully implemented in the Nigerian school system (Enuka & Enuka, 2000).

Some modern pedagogies of integrating entrepreneurship instruction requires extensive use of ICTs. The studies of Greene (2014) highlighted a portfolio of four complementary techniques for teaching entrepreneurship as a method rather than a process as follows; starting business, serious games and simulations, design-based learning and reflective practice. She concluded that, starting businesses help students "feel" what it is like to assume the role of an entrepreneur. Serious games and simulations allow students to play in virtual worlds that mirror reality. Designed-based learning encourages students to observe the world through a different lens and create opportunities and that reflective practice gives permission to students to take time, think, and absorb the learning of their practice-based curriculum. Each approach requires students to reach beyond primarily prediction-focused ways of knowing, analyzing, and talking—thus positioning them instead to create, apply, and act.

According to Mwasalwiba (2010), other methods used, but not as common as the previous group, include: business/computer or game simulations, video and filming, role models or guest speakers, business plan creation, project works. Also used were games and competitions, setting of real small business ventures, workshops,

presentations and study visits. This category of methods is termed “active” and is said to be more appropriate for nurturing entrepreneurial attributes among participants. Most of the innovative methods identified are ICT dependent and requires extensive use of ICT in educational institutions to achieve the aims. Traditional approaches to teaching entrepreneurship often do not completely facilitate deep learning within students. This in turn may increase the gap between academia and practice and make it difficult for students to apply what they have learned (Ball, 1995; Gibbs, 1992). However, learning can be enhanced by involving students in a problem situation that requires integration of prior knowledge and identification of alternative solutions with the use of ICT as it is applied to business ventures in the modern world. This will enhance emerging entrepreneurs to develop skills commensurate with their western world counterparts for global competitiveness.

#### **4. Purpose of the Study**

The purpose of this study is to find out specifically;

- (1) The extent of availability of ICT for entrepreneurship instruction in tertiary institutions.
- (2) Ways ICT can be used for entrepreneurship education and frequency of its usage to enhance learning outcomes that will enable global competitiveness in entrepreneurial practices.
- (3) The effectiveness of using ICT for entrepreneurship instructional delivery.
- (4) The extent that ICT application in business has been provided for learners as part of entrepreneurship curriculum and how they will facilitate Global competitiveness in Nigerian entrepreneurial practices.

#### **5. Research Questions**

The study has attempted to give answers to the following questions:

- (1) What is the extent of availability of ICT for entrepreneurship instructional delivery in Nigerian Universities?
- (2) Which ways are ICT used for entrepreneurship education?
- (3) To what extent does using ICT for entrepreneurship instructional delivery influence learning outcomes for global competitiveness?
- (4) Is teaching ICT application in business as part of entrepreneurship curriculum provided for learners, for global competitiveness in entrepreneurship?

#### **6. Research Hypothesis**

Ho<sub>1</sub>. ICT usage for entrepreneurship instructional delivery does not significantly influence learning outcomes.

#### **7. Methodology**

Survey design method was adopted for the study since it attempts to study the nature of the situation as it exists at present and data were collected from the sample to be representative of the study population.

The study was specifically carried out in five (5) tertiary institutions in Imo State. The State is made up of twenty-seven (27) local governments, and is located at South-East geo-political zone of Nigeria.

The population of the study comprises of one thousand, six hundred (1600) entrepreneurship and business education students in five (5) Tertiary Institutions in the State.

Stratified random sampling technique was used to select four hundred (400) students from the study population, to be the representative of the study elements. Purposive sample of forty (40) Entrepreneurship and Business Education instructors was also taken and used.

### 7.1 Research Instrument

The researcher developed and used a 20-item research questionnaire titled ICT availability, Entrepreneurship Instruction with ICT and Improvement of Entrepreneurial Practices Questionnaire (IEIIEPQ), and also semi-structured interview was used. The research instruments were validated by the researcher and some experts of test and measurement. The reliability was established using test-retest reliability coefficient of 0.8 using Pearson correlation technique.

The questionnaires were administered by the researchers to the respondents and they were properly guided on the mode of completion. Four hundred (400) questionnaires were distributed and were all retrieved from the respondents in two days. The semi-interview was carried on a separate day. Using percentages, mean and modified 4-point Likert scale, the data was properly coded for analysis.

### 7.2 Data Analysis and Results

The information gathered from the respondents were analyzed using descriptive statistics (simple percentages) to give answers to the non-hypothesized research questions, and independent t-test for the research hypothesis. Results are shown in tables below.

### 7.3 Question One

What is the extent of availability of ICT for entrepreneurship instructional delivery in Nigerian Universities?

With one sample statistics, summaries of the result are presented in Table 1 below to give answer to the research question.

**Table 1 One Sample Statistics of Availability of ICT for Entrepreneurship Instruction in Universities (N = 400)**

One-Sample Statistics					
Variables	N	Expected Mean $\mu$	Observed Mean $\bar{X}$	Std. Deviation	Std. Error Mean
Internet Connectivity	400	5.0	6.10*	1.580	.079
Computers	400	5.0	7.00*	.658	.033
Projectors	400	5.0	7.29*	.635	.032
Electronic Books	400	5.0	4.55	1.365	.068
Digital Library	400	5.0	3.00	1.187	.059
Interactive Boards	400	5.0	2.12	.322	.016
Multi-Media Classroom	400	5.0	2.22	.411	.021
Digital Laboratory	400	5.0	2.35	.550	.028
Microsoft Office	400	5.0	7.27*	.832	.042
Accounting Package	400	5.0	3.59	1.305	.065
Interactive Business Website	400	5.0	2.81	1.030	.052
Mobile Phones	400	5.0	7.49*	.697	.035

High  $\bar{X} > \mu$ , Low  $\bar{X} < \mu$

Results from Table 1 show that observed mean is greater than the expected mean in Five items; Internet connectivity, with mean of 6.10, Computers, 7.00, Projectors, 7.29, Microsoft office, 7.27 and mobile phones, 7.49. This shows that the availability of those ICT equipment for entrepreneurship instructional delivery is high.

Also the observed mean is less in seven items; Electronic books, 4.55, Digital Library, 3.00, Interactive Boards, 2.12, Multi-media classrooms, 2.22, Digital Laboratory, 2.35, and accounting packages, with mean of 3.59. This therefore shows that the availability of those items for entrepreneurship instructional delivery is not significantly high. It should be said that the ICT have not been effectively provided for entrepreneurship education in the schools studied.

#### **7.4 Question Two**

What ways are ICT used for entrepreneurship instruction in Nigerian Universities to enhance global competitiveness?

With frequency table, the responses on ways ICT can be applied for entrepreneurship education are presented in the tables below.

**Table 2 Ways ICT Are Used in Entrepreneurship Education by Instructors (N = 40)**

		Yes	%	No	%	Total	%
1	Research	35	87.5	5	12.5	40	100
2	Lesson Preparation	25	63	15	38	40	100
3	Lesson Presentation	18	45	22	55	40	100
4	Communication	40	100	0	0	40	100
5	Distance Learning	8	20	32	80	40	100
6	Accessing e-libraries	12	30	28	70	40	100
7	Design/Development of Learning Material	31	77.5	9	22.5	40	100
8	Students assessment	18	45	22	55	40	100

From Table 2 above, it is clear that 35 among 40 facilitators comprising 87.5% of the respondents use ICT for research purposes. 31 out of 40, which comprise 77.5% of respondents use it for development of learning materials. It could be concluded that use of ICT for research purposes and development of learning materials are relatively high. 25 out of 40 comprising 63% employ it for lesson preparation. This shows that the usage is relatively average. For lesson presentation and students assessment, the usage is relatively low, with percentage of 45 and 45 respectively. For communication, the usage is relatively very high, with percentage of 100. For distance learning and accessing e-libraries, the usage is relatively very low, with frequency of 20% and 30% respectively.

#### **7.5 Question Three**

To what extent does use of ICT for entrepreneurship instructional delivery influence learning outcomes for global competitiveness?

With independent t-test, the mean scores of the two groups (those who receive instruction on entrepreneurship with ICT and those who do not) were compared. Summary of the results are presented below to test the research hypothesis which states that ICT usage for entrepreneurship instructional delivery does not significantly influence learning outcomes.

Result from Table 3 shows that the calculated t-value, 13.522 is greater than the critical t-value 1.966 under degree of freedom 398 at .05 level of significance. The mean score of those who responded that they receive instruction with ICT is higher than that of those who received without ICT, therefore the null hypothesis is rejected. Therefore entrepreneurship instruction with ICT significantly influence learning outcomes for global competitiveness.



**Table 3 Independent T-test Analysis of Influence of ICT Usage for Entrepreneurship Instruction on Learning Outcomes (N = 400)**

Variable	Group of Learners	N	Mean	Std. Deviation	t	df	Std. Error Mean
Entrepreneurship Learning Outcomes	Instruction with ICT	140	6.98	5.202	13.522	398	.440
	Instruction without ICT	260	2.45	1.066			.066

Significant at .05 level of significance, Critical t = 1.966

## 7.6 Question Four

Is teaching ICT application in business as part of entrepreneurship curriculum provided for learners, for global competitiveness in entrepreneurship?

**Table 4 Provision of ICT application in Business as part of Entrepreneurship Curriculum (N = 400)**

	Yes	%	No	%	Total	%
1. E-Commerce	50	12.5	350	87.5	400	100
2. Website Hosting	10	2.5	390	97.5	400	100
3. Accounting Package	25	6.25	375	93.75	400	100
4. Database Management	8	2	392	98	400	100
5. Online Advert	5	1.25	395	98.75	400	100
6. Software Development	0	0	400	100	400	100
7. Technology Based Production	105	26.25	295	73.75	400	100
8. Bulk Messaging	40	10	360	90	400	100
9. Microsoft office	148	37	252	63	400	100

From Table 4, different ways ICT can be used in doing business to compete with international standard are listed, and students are asked to respond whether they are integrated as part of entrepreneurship education. For e-commerce, 12.5% responded yes, which is very low. For web hosting, 2.5%, for accounting package, 6.25%, database management, 2%, online advert, 1.25%, software development, 0%, technology based production, 26.25%, bulk messaging, 10%, Microsoft office 37%. The students' responses to yes is significantly very low which shows that ICT application in doing business has not been adequately taught to students as part of the curriculum to enhance their global competitiveness as entrepreneurs. The technology based production and Microsoft office which show relative low but not very low responses were reported to be learnt from other tutorial centers other than their institutions.

## 7.7 Discussion of Findings

Generally, this study revealed that use of ICT in entrepreneurship education can enhance learning outcomes in learners for global competitiveness.

Attempt to give answer to first research question, which sought to determine the extent of availability of ICT for entrepreneurship education in Nigerian Universities, it is observed that among twelve ICT gadgets listed, which can be used in entrepreneurship education, only five show high availability. They are, internet connectivity, computers, projectors, Microsoft office and mobile phones. The other seven items, electronic boards, digital library, interactive boards, multi-media classroom, digital laboratory, accounting packages and interactive business websites show low availability. The implication is that ICT has not yet been adequately provided for entrepreneurship education in Nigerian universities.

The second research question sought to explore the ways ICT could be applied in entrepreneurship education and frequency at which they are being applied, to enhance global competitiveness of entrepreneurship education outputs. Ways it can be used are as follows: use of internet and other applications for research purposes on issues and contemporary trends in entrepreneurship, which will enhance the facilitators and students to be up to date with the latest practices, preparation of lessons, presentation of lessons, communication, distance learning, accessing e-libraries, design and development of learning materials, students assessment. It is discovered that the use of ICT for entrepreneurship education is relatively not high, but average in Imo State tertiary institutions.

The fourth research question sought to find out whether ICT application in business had been taught to students as part of entrepreneurship curriculum to enhance them meet up with their western world counterparts in entrepreneurship. From the responses, it is discovered that ICT application in doing business had not been adequately taught to students as part of the curriculum to enhance their global competitiveness as entrepreneurs. Hence the need for a shift in local handy-crafting to a more technological based productions, also the need for ICT based business methods and practices since the need to compete globally has a significant role to play in economic development of the country.

The above findings are in line with postulations of Enuka and Enuka (2000) who after asserting the relevance of ICT in educational system observed that they are currently not fully implemented in the Nigerian school system. The low availability of these ICT systems seems to be the major factor for non-fully implementation in school system for better teaching and learning processes.

The result of the research hypothesis showed that ICT usage for entrepreneurship instructional delivery significantly influenced learning outcomes. This as a result of observed change in behaviour based on contemporary entrepreneurial skills required of learners for global competitiveness. The change in behaviour were better observed in learners that received instructions with ICT than those who did not, though the ICT are not very often used for instruction. This finding supports the assertion of Enuka and Enuka (2000) who claim that schools where new technologies are used, students adjust to their attention span and provide valuable and immediate feed-back for literacy enhancement. Azuka et al. (2006) maintained that classroom behaviour must align with ICT-driven environment which is constantly shaping and re-shaping the work place and what is learnt and how learning takes place.

## **8. Conclusion**

This study has explored how ICT usage in entrepreneurship education could enhance producing entrepreneurs that are globally competitive for the betterment of the nation's economy. Answers were given to the four research questions including one research hypothesis. Sequel to that, it is discovered that ICT for entrepreneurship education has not been effectively provided in schools. Ways ICT can be used for entrepreneurship education are identified as follows; research, lesson preparation, lesson presentation, communication, distance learning, accessing e-libraries, development of learning materials, and students' assessment. The employment of the ICT for teaching-learning is seen to be relatively average, with low frequency of utilization. It is also discovered that ICT usage for entrepreneurship instructional delivery significantly influenced learning outcomes for global competitiveness of entrepreneurs.

Following the findings of this study, it is concluded that using ICT for entrepreneurship education, and teaching ICT application in business as part of entrepreneurship curriculum will enhance producing entrepreneurs

who will be globally competitive from the education. This is because of the overwhelming relevance of ICT in role and structure of present day activities in this age of globalization.

## **9. Recommendations**

Following the research findings and conclusions drawn from the study, it is recommended that:

(1) Facilitators of entrepreneurship education should be provided with adequate in-service training on using ICT for entrepreneurship teaching-learning and for research purposes. This will serve to encourage them to employ these equipment frequently and effectively in teaching-learning of entrepreneurship, for better outcomes.

(2) Provision should be made for students to learn ICT application in business as part of the content of the entrepreneurship studies. These should be taught by experts to enhance their efficiency on that, since ICT application in business is overwhelming in this global age. This will make them better entrepreneurs who are globally competitive.

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