



# **Capacity Needs of Entrepreneurship Graduate of Business Educator, in 21st Century Rivers State, in Information Communication Technology (ICT)**

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## **ABSTRACT**

In a fast changing world like ours, ICT and Internet technology has become part of our daily normal life and is helping us to achieve heights never even imagined. From cloud computing to e-commerce ICT/internet technology is a source of solution to our individual and global needs and problems. This paper looks at using ICT/internet as 21st century skill knowledge to build capacity for Entrepreneurship Graduate of Business Education for global impact and effectiveness. Compulsory entrepreneurial education for all students of higher institution in Nigeria was a right step in the right direction if the country must free itself from the crutches of unemployment, poverty and under-development. To this end, much is expected of business educator who has a tripartite role to play in the execution of entrepreneurial programme and its objectives; first as a student, then as either a teacher or and entrepreneur. Considering our poor educational system, there is a snag that even Business Education Graduates cannot Integrate Into the workforce of the 21 century even with entrepreneurship programme that is in place due to the mechanistic way the training programme are implemented. It is against this background that the paper examines the need to empower students with 21 century ICT/internet skills for capacity building to enable Business Education Graduates achieve success in learning, teaching and performing entrepreneurial function. It is recommended as critical massive training in people and systems in order to address the needed shift in skill sets; which will require huge investment outlay and never-before-seen collaboration across governments, corporations and educational institutions.

**Keywords:** Entrepreneurship Education, Business Education, Business Educator, 2 Century knowledge and skills, Globalization, Information Computer Technology (ICT), Digital technology, Internet, Capacity Building,

## **INTRODUCTION**

Every nation these days aspire to provide not just good education to its citizenry, but a functional education that will enable an individual realize its full potential and as well as become self-reliance need and contribute towards national growth and development. With the right knowledge and training (education) an individual develop the capacity to become the desired person in life and fulfill life role in the society. Through the educational system characters, attitudes, behaviours, skills, talents and values are modified and transform towards achieving specific or targeted objectives. Capacity in human terms connotes such things like materials, quality, synergy, potentials and energy needed to pursue a course of action or objective and gets the desire result.

Entrepreneurship education has become a strategic instrument towards economic development and technological breakthrough. Appreciable progress has been reported among nations that are embracing this system of economic development. Experts regard entrepreneurship as catalyst for economic growth,

employment and wealth creation Henry et al., (2003). This view has equally been shared by European Commission (2003) in their suggestion that entrepreneurship is a vehicle for transforming and repositioning the nation towards innovation, competitiveness, economic self-sufficiency and sustainable development. The commission further emphasis the need and significant role business education must and should play in the development of entrepreneurial behaviour, mindsets and talent especially in human capacity building and competency development.

Nigeria had had course to tailor her educational system towards providing entrepreneurship education and training within our school system. The Nigerian government through its national policy have constantly modify its educational policy to suit the pursuit of any objective that in the national interest. The present emphasis of our educational system is to produce creative, innovative and self-reliant individual to set-up enterprises for self- engagement, employment generation, and other national goals. In 2004 the Nigerian National Policy on Education was designed to achieve this through the educational system by equipping individual with appropriate skill, abilities and competences both physically and mentally to enable them contribute to the growth and development of the country. To this end, the Federal Government made entrepreneurship education compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session, in universities and other institutions of higher learning. This was made known during the Annual National Entrepreneurship Week (ANEW), and stakeholders' sensitization forum, organised by National Universities Commission, NUC, and Kaduna State University in Abuja. According to the then Minister of Education Mallam Ibrahim Shekarau, represented on the occasion by the Executive Secretary of NUC, Professor Julius Okojie, stated that this move was to discourage Nigerian graduates from craving for nonexistent white-collar jobs. He noted that if the global best practices must be adapted addressing unemployment in Nigeria, entrepreneurship development must be institutionalized in our educational system. It would be recalled that the Federal Government had earlier issued Presidential directive on this matter in 2006 (Akinboade, 2014).

By incorporating entrepreneurial education into the business education curriculum, the business educator has an expanded role and objective to accomplish as follows:

- 1) To develop crops of business educator who will teach business courses at the three levels of our educational system.
- 2) To impart employability skills and competences to students who can provide services to the economy, enabling them to earn a living in world of work or market place economy.
- 3) Develop requisite entrepreneurial skills to enable graduates of business to generate employment and become self-reliant (job creator).

Business educator has crucial role to play in the development of entrepreneurial education and culture in the country from the teaching and field practice point of view. Apart from few areas where resource persons and experts may be needed to handle on the programme at the moment, it is expected that with necessary facilities put in place, adequate support and capacity building; substantial part of the programme could and should be delivered by business educators. This is because entrepreneurship education is an absolute combination of business education programme. In the field of business education, entrepreneurship education is seen as a means of educating potential business entrepreneurs for job creation, poverty alleviation, and employment generation for sustainable economic growth. To achieve the above objective, both the business education curricular and pedagogy has to be adjusted to meet the needs of entrepreneurship education.

Arvanites et al. (2009) shared the views that innovative educational methods are needed to develop the entrepreneurial spirit and talents that are necessary to function effectively in an environment of strong market forces and complex people issues. They added that for entrepreneurship education to be most useful, it must address and develop in students, the skills necessary to become an entrepreneur. It must challenge the drive in students into creative, innovative ideas and concepts that translates to setting-up, sustaining business ventures and capturing investment opportunities.

Basically, entrepreneurship education is oriented towards four methods for practical results Nwekeaku (2013). These methods may include:

**Regular entrepreneurship**, which is most popular and suitable for opening of a new organization or starting a new business;

**Corporate entrepreneurship**, which is suitable for promoting innovation or introducing new products or services or markets in existing firms;

**Social entrepreneurship** or social venturing, which involves creating charitable organizations that are expected to be self-financing in addition to doing their usual activities; and

**Public sector entrepreneurship**, designs to improve innovation and customer service delivery for entrepreneurship education to be most useful, it must address and develop in students, the skills necessary as an entrepreneur.

### **Need for 21st Century Skills**

Entrepreneurial Business Educator needs 21st Century ICT Skills in order to remain relevant and make meaningful contribution towards the development of the nation's economy and workforce. Twenty first Century skills represent a framework developed by Partnership for 21st Century Skills ([www.21stcenturyskills.com](http://www.21stcenturyskills.com)) which describes the skills that students need to thrive in today's global economy. The North Central Regional Education Laboratory (NCREL) and the Metiri Group (2003) identified a framework for 21st century skills, which is organized into four categories: digital age literacies, inventive thinking, effective communication, and high productivity.

The 21<sup>st</sup> century skills Partnership Group also identified six key elements for fostering 21st century learning as follows:

- 1) emphasize core subjects
- 2) emphasize learning skills
- 3) use 21st century tools to develop learning skills
- 4) teach and learn in a 21st century context
- 5) teach and learn 21st century content, and
- 6) use 21st century assessments that measure 21st century skills.

Achieving the goals of 21st century skills development in Nigeria will require substantial effort and never-before-seen collaboration across governments, corporations and educational institutions. Facilitating this change will provide immense benefits to individual and the nation by having a productive, adaptive and mobile workforce that is less dependent on the state.

### **ICT Skill Required by Entrepreneurial Business Educator**

Respondent in a survey conducted by Deloitte Development (2005) predicted that in the coming years ahead (5 years from then), critical skills that will be of strategic importance in the market place are digital literacy (ICT), critical thinking / problem solving, teamwork/collaboration, and creativity/innovation. Digital literacy by default ICT/internet technology ranked first among these skills.

Today, globalization made possible by digital Information system has now made knowledge and development of skills in ICT imperative in order to function in the digital age of the 21st century. There are important 21 century ICT skills necessary for Entrepreneurial Business Educator or Business Education Graduate in order to function effectively in today's marketplace, they are:

- 1) Computer Operating Skills
- 2) Word Processing Skills
- 3) Information Management / Communication Skills
- 4) Database and Statistical Data Management Skills
- 5) Networking and e-Connectivity Skills
- 6) e-Commerce and Marketing Skills
- 7) Application of ICT Skills in Teaching and Learning
- 8) ICT for Management and Problem Solving

These sets of skills, are not exhaustive, but presents sufficient background skills necessary to enable one expand his/her horizon in the use of ICT and how to keep-pace with the fast changing world of information communication technology. To meet the entrepreneurial needs and challenge of this century, schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life.

### **Need for ICT Capacity Building for Entrepreneurial Business Programme**

Today, much success lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge (Pacific Policy Research Center, 2010). In order to achieve the above result, there is need to build capacity and support system for the learner and the teacher for greater effectiveness in teaching and learning process.

Survey by Deloitte Development (2005) reported that 80% of manufacturers studied indicated that lack of skilled employees in basic employability skills, including attendance, timeliness, and work ethic; problem-solving skills; ability to collaborate; and reading, writing, and communication skills. These skills have already been identified among the 21st century skills and the respondents on the study predicted that in the coming years ahead (in the next five years from then), the skill area that would become even more important are; digital literacy (ICT/Internet Technology), critical thinking / problem solving, teamwork/collaboration, and creativity/innovation.

Nigeria as a nation is seriously lagging behind in the integration of digital technology in our national agenda and programme. The implication is that of a widening digital gap which the educational system are expected to fix or close. The authors state that technology education professional development needs to focus on how to use technology to improve student achievement and how to teach a standards-based lesson infused with technology are skills required in the 21st Century.

### **The use of ICT/Internet technology in Building Capacity for Entrepreneurial Business Educator**

As an Entrepreneurial Business Educator or Education Graduate, there are three broad area one can fit-in; either a practicing entrepreneur or engaged in a paid employment or you are teaching. Either way good ICT knowledge or skills will be required for effective performance in this era of globalization. Globalization, an efficient movement of goods, money, information and people across borders — is in many respects a byproduct of other changes, which is brought about by digital technology and driven by ICT/Internet technology. ICT a tool for driving globalization agenda is a new economic tool is shaping businesses and marketplace.

Massive opportunities are made available by these new technologies as many businesses and business models are conducted completely on-line, while others engage in certain activities such as marketing, purchases, services, market research / information system, registration, management, communication, advertising and product promotion etc. On the other hand, ICT/Internet technology provides tools for communication, critical thinking, innovation, creativity, problem solving, collaboration, skill acquisition and other forms of learning.

### **Communication and Collaboration**

ICT technology is a tool for communication and collaboration whether in schools, workplaces, or other environments. The use of social media — from blogging to on-line social networking to creation of all kinds of digital material are all features of communication tools informed by emergent research on how people best learn, Web 2.0 provides a powerful collaborative and participatory learning tool. Web 2.0 technology enables users to produce and share content in new ways and in real-time. By generating content and ‘remixing’ it becomes a creative and engaging practices that challenges the traditional relationships between teachers and students in providing information and learning content (Caruso, J.B. & Kvavik, R.B., 2005).

### **Teaching and Learning Purposes**

Teaching and learning has benefited all over the world through the application ICT in the field of education. Using the 21st Century ICT tool in teaching and learning can make things a lot better. When we talk about 21st Century learning, we are simply looking at traditional core subjects itself and relating it to civic literacy, global awareness, financial literacy, health literacy, and environmental literacy. This

expands the scope of the core subjects and broadens its perspective. Through digital transformation large amount of information are created, processed, stored, retrieved and disseminated allow all forms of teaching and learning methods.

### **E-learning Component**

E-learning, the accessing of information, instruction, and/or interaction through the Internet or Intranet using instructional materials and tools such as web-based resources, e-mail, discussion boards, blogs, chat or video (Lamb & Callison, 2005). Watson, Gemin, & Ryan (2008), argued that e-learning will transform all forms of education and learning in the 21st century.

Also collaborative, computer-based learning environments can work to stimulate student learning and the process of inquiry and inquisitiveness. The use of ICT can impact favorably on a range of attributes considered desirable in an effective learner, such as critical thinking, and problem-solving capability; Creativity and innovation and information- handling ability McFarlane (2001).

Critical thinking and problem solving capacity is enhanced by providing advanced technologies (ICT) for effective reasoning, ask questions and get feed back in real time, analyze and evaluate alternatives and reflect critically on decisions and processes. Trilling & Fadel (2009) define critical thinking as the ability to analyze, interpret, evaluate, summarize, and synthesize information.

Creativity and innovation can be natured and ICT can make this even more effective in today's learning environment. Loveless (2003) established interconnection between technology, learning and creativity by how technology allows individuals to produce high quality work in a range of media that provide opportunities for creativity.

E-learning and commitment to teaching 21st century skills according to Ellis (2005), will enable educational leaders to:

- a) improve teaching and course quality,
- b) move to performance and competence based modes of learning,
- c) ensure that every student is college or work ready, and
- d) enable educators to be more flexible and creative in the ways they assist and engage students with learning disabilities and students that are needing a more challenging curriculum.

ICT teaching leads students to explore the information and services at their disposal as well as support investigative learning and develops deductive capacities. Entrepreneurship education with adequate ICT capacity would go a long way in giving business educators, new tools and breakthrough never before thought about. Business education needs entrepreneurship education that is equipped with ICT capabilities as tool not only for communication, but for equipping teachers and students with 21st century skills necessary for success in today's marketplace (Agoha, 2016). Below are some of the reasons why Entrepreneurial Business Educator needs ICT skills for capacity building:

- 1) Network for learning and collaboration (sharing of knowledge and skills)
- 2) Platform with massive information base
- 3) e-Learning
- 4) e-books and e-Library
- 5) e-Portfolio and e-Campus
- 6) Tool for research and development
- 7) Media for social network
- 8) Network that can be accessed 24 hours.
- 9) New marketplace or Markethub
- 10) Network with global outreach or impact
- 11) Network for advertisement and product promotion
- 12) Network effective and inexpensive
- 13) e-Marketing
- 14) c-Transaction
- 15) e-Networking and Connectivity

- 16) e-Business and e-Commerce
- 17) Platform for problem solving
- 18) Tool for planning, management and cost effectiveness
- 19) Tool for business analysis, trend analysis and modeling
- 20) Market survey and research
- 21) Accelerated Business Growth

### **Statement of Problem**

The aim of entrepreneurial education is to train students on job skills and competencies needed for employment and self-sustenance on graduation instead of having to wait for paid employment that has diminished over the years. However, due to poor curriculum implementation, lack of facilities and qualified manpower, the quality of the programme are not meeting the desired objective. Information Communication Technology/internet knowledge and skill provides the information hub and collaboration tool of the 21st century which must be given a pride of place in our educational system; which is not happening at the moment. With the poor infrastructural resources and non implementation of a strong ICT base in our system, graduates of Entrepreneurial Business Education has a lot of catch-up to do in an effort to compete effectively and globally too. It is against this background that building up the information base, skills, competencies and ability to collaborate using the technology of the 21st century (ICT) will help in building up capacity for Entrepreneurial Business Graduate to enable him function in our disfunctional reality.

### **Purpose of the Study**

The purpose of this study is to figure out why and the possible ways ICT/Computer technology and internet skills can be used to build up capacity for Entrepreneurial Business Education Graduate function effectively in the 21st century.

### **Objective of the Study**

The general objective of this study is to assess how best to build capacity for Entrepreneurial Business Educators using 21<sup>st</sup> century ICT / internet skills.

### **Research Questions**

1. What are the ICT/internet skill needs of Entrepreneurial Business Educator for effective performance in business.
2. How appropriate is the use of ICT/internet skills in capacity building for Entrepreneurial Business Educator

### **METHODOLOGY**

This study used descriptive survey design which is deemed appropriate because it is effective in providing both quantitative and numeric description of the response on the issue studied.

Three (3) Tertiary Institutions in Rivers State (Rivers State University of Science and Technology, Ignatius Ajuru University and College of Education Omoku) constitutes the sampled population of 750 students. A total of 300 students respondents (100 from each institution) were randomly selected from each of the three (3) Tertiary Institutions selected. To be included in this study, the students must be a final year or master's student. This is because; it is believed that at this level the students can assess what they have been exposed to and what they cannot possibly learn before graduation.

The main instrument of data collection was structured questionnaire designed by the researchers and validated by experts in the field before using it for the study. The instrument was administered by the researchers and 98% of the instrument was successfully retrieved. Data collected was analyzed using the descriptive statistics.

**RESULTS**

**Table 1: ICT/Internet Technology Skills Needs of Entrepreneurial Business Educator for Effective Performance in Business**

SN	Variables	4 F (%)	3 F (%)	2 F (%)	1 F (%)	Mean	Remark
1.	Basic skill training in the use of computer and ICT	103 (34.3)	151 (51.4)	28 (9.3)	12 (4.0)	3.2	Agreed
2.	Skill training to use computer to create a document, save files view, protect and delete file from the computer system	85 (28.3)	134 (45)	48 (16.0)	27 (9.0)	2.9	Agreed
3.	Skill training need to use Excel as a dbase statistical package for data and production analysis	88 (29.3)	145 (49.3)	35 (11.7)	26 (8.7)	3.0	Agreed
4.	Skill training need to use PowerPoint as presentation packages for effective information	90 (30.0)	159 (54.1)	36 (12.0)	9 (3.0)	3.1	Agreed
5.	Skill training to use customized software designed for customer's need.	84 (28.0)	134 (45.6)	54 (28.0)	22 (7.3)	3.0	Agreed
6.	Skill training to log on to the internet and access information, check and reply mails, fill forms on-line and other on-line correspondences.	80 (26.7)	142 (48.3)	52 (17.3)	20 (6.7)	3.0	Agreed
7.	Skill training to access the internet with mobile phones	82 (27.3)	137 (46.6)	54 (18.0)	21 (7.0)	3.0	Agreed
8.	Skill training to download, upload, attach files, video and other materials in the internet.	79 (26.3)	140 (47.6)	52 (17.3)	23 (7.7)	2.9	Agreed
9.	Skill training to use and access social networking platform such as Facebook, WhatsApp, Skyp YouTube, Instagram etc	79 (26.3)	156 (53.1)	35 (11.7)	24 (8.0)	3.0	Agreed
10.	Skill training to utilize ICT/Internet technology as learning tool for self development and enhancement knowledge, competencies and skills.	99 (33.0)	174 (59.2)	21 (7.0)	0 (0.0)	3.3	Agreed
11.	Skill training to apply ICT/Internet technology as tool for solving business/management problems	95 (31.7)	173 (58.8)	20 (6.7)	6 (2.0)	3.2	Agreed
12.	Skill training to promote product and services through the use of web-site or social media platform available within ICT and Internet technology.	110 (36.7)	136 (46.3)	38 (12.7)	10 (3.3)	3.2	Agreed
13.	Skill training on how to connect to different media, phones and other gadgets for network collaboration, effective planning and decision making.	84 (28.0)	134 (45.4)	54 (18.0)	22 (7.3)	3.0	Agreed
14.	ICT Computer curriculum designed as implemented in your course programme are capable of addressing these skill needs?	0 (0.0)	20 (6.8)	80 (27.2)	194 (66)	1.9	Disagreed
15.	Would you describe your ICT skills as adequate in meeting your daily business challenges! transactions?	25 (8.3)	34 (11.6)	92 (30.7)	143 (47.7)	1.8	Disagreed

Keys: 4 = Strongly Agreed, 3 = Agreed, 2 = Disagree, 1 = Strongly Disagree. Note: Figures outside parenthesis are frequency distributions; while figures in parenthesis are percentage distribution.

Table 1 presents ICT/Internet technology skill needs of Entrepreneurial Business Educator for effective performance in business. The result show that 86.4% of the respondents agreed on the basic ICT training skill needs which include the ability to create document, safe file, view, protect and delete acquiring basic ICT/Internet technology skills in today's marketplace, 74.5% agreed. Also the use of Excel for dbase statistical analysis and PowerPoint as presentational got approval rating of 79.3% and 84.7% respectively from respondents.

In what may be considered as a move away from the basics, 74.1% agreed on the need for the respondents to be able to use customized software designed for specific purpose. Skill training to access the internet, received mails, fill forms on-line and other on-line correspondences and use GSM phone to access the internet had combined approval rating of 75%.

About 74.5% of respondents all-together agreed that ability to download files, upload files, attach files, videos and other materials are requisite 21st century skills required by Entrepreneurial Business Educator. The respondents also regard as important the skill training in the use and access to social networking platform such as Facebook, WhatsApp, Skyp You-tube and Instagram as a potential marketing and promotional tools with 79.9% approval rating.

With regard to tool for skill training, self-development and knowledge enhancement 92.9% of the respondents agreed that ICT/Internet is a veritable tool for learning; while 91.2% sees it as tool for solving business/management problems.

Similarly, 83.7% and 74.1% of the respondents respectively agreed that the tool can be used to promote product and services through the web and social media and as well a collaborative tool for effective planning and decision making.

As to the question of how capable the ICT/Computer curriculum designed implementation are addressing the skill needs, only 6.8% of the respondents agrees; while 93.2% of the respondents disagree on the issue. Also as to how adequate ICT skills students graduate with meets their day to day challenges in the 21St century world of business, only 20.1% agrees on this question while 79.9% disagrees.

**Table 2: Utilization of ICT I Internet Technology for Capacity Building of an Entrepreneurial Business Educator**

SN	Variables	4 F (%)	3 F (%)	2 F (%)	1 F (%)	Mean	Remark
16.	Entrepreneur with Compliance in ICT can function more effective in today's market place	110 (36.7)	136 (46.3)	38 (12.7)	10 (3.3)	3.0	Agreed
17.	An ICT compliant entrepreneurial Business Educator are better equipped to harnessing the economic opportunities in the environment to meet the needs of the market place.	88 (29.3)	145 (49.3)	35 (11.7)	26 (8.7)	3.2	Agreed
18.	Off-line and On-line business has something to benefit from ICT Technology and Internet.	110 (36.7)	152 (51.7)	24 (8.0)	8 (2.7)	3.3	Agreed
19.	Entrepreneur that applies ICT Technology in their business has a greater chances of success in product improvement and services	108 (36.0)	169 (57.5)	11 (3.7)	6 (2.0)	3.2	Agreed
20.	Marketing information, data management are getting better with the application of ICT Technology	111 (37.0)	143 (48.6)	24 (8.0)	16 (5.3)	3.3	Agreed
21.	ICT Technology can better the development of entrepreneurial skills and competencies through self- development and training	120 (40.0)	140 (47.6)	26 (8.7)	8 (2.7)	3.3	Agreed
22.	ICT provide huge platform for product marketing and development	120 (40.0)	150 (51)	18 (6.0)	6 (2.0)	3.2	Agreed
23.	Information management and problem solving ability is greatly enhanced using ICT/Internet Technology	110 (36.7)	174 (59.2)	8 (2.7)	2 (0.7)	3.3	Agreed
24.	ICT Technology enhances individual's creative and innovative capabilities in both product development and service delivery	114 (38.0)	163 (55.4)	12 (4.0)	5 (1.7)	3.3	Agreed
25.	ICT Technology can be applied in many areas of business with greater efficiency, speed and accuracy in results.	105 (35.0)	156 (53.1)	27 (9.0)	6 (2.0)	3.2	Agreed
26.	ICT training provided in school is considered adequate for meeting 21st century ICT needs of the students	0 (0.0)	23 (7.7)	120 (40.0)	151 (51.4)	1.6	Disagreed
27.	Are there adequate facilities in schools for the teaching and learning with ICT and Internet Technology	0 (0.0)	30 (10.0)	90 (30.0)	180 (59.2)	1.5	Disagreed
28.	Are there enough qualified personnel to handle the teaching 21s century ICT and Internet Technology of the students	15 (5.0)	35 (11.7)	85 (28.3)	159 (54.1)	1.7	Disagreed
29.	Are there need to increase the emphasis currently placed on ICT needs of the students and monitor programmers implementation	111 (37.0)	146 (49.7)	20 (6.7)	17 (5.7)	3.2	Agreed
30.	Entrepreneurial Business Educator and ICT skill must be seen as complimentary tool for successful Business Enterprise in the 21st century	107 (35.4)	144 (49)	33 (10.9)	10 (3.3)	3.2	Agreed

Keys: **4 = Strongly Agreed, 3 = Agreed, 2 = Disagree**, Note: figure outside parenthesis are frequency distributions; while figures in parenthesis are percentage distribution

Table 2 which show the level to which ICT / Internet Technology can be utilized for Capacity Building of an Entrepreneurial Business Educator. Respondents in their response 83.7% agrees that ICT compliant



Entrepreneur can function more effectively in the 21st century marketplace. In the same vein, such entrepreneur is better equipped to harnessing the economic opportunities in the environment 79.3% of respondents agrees.

On ICT/Internet benefit to business 89.1% believe that both Off-line and On-line business benefits from ICT/Internet Technology; while 94.3% stated that the technology has the capacity for product and services improvement. The question of good marketing information, data management with ICT and the internet got 94.2% approval rating; while 88.4% support the fact that ICT represent a tool for entrepreneurial skills development and self-training.. As a huge marketing tool and product development, 86.4% respondent approves to that, while 96.6% agrees that it is a tool for information management and problem solving.

ICT Technology as a tool for enhancing individual's innovation and creativity had approval rating of 94.2%; while 88.8% of the respondents agree that ICT Technology can be applied in many areas of business with greater efficiency, speed and accuracy in results.

On the issue of adequacy of ICT training, facilities provided in school and qualified personnel to handle the teaching of 21st century ICT skill only 7.8%, 10.2% and 17% respectively disagree on the matter while 92.2%, 89.8% and 83% are in agreement. Finally, the need to pay greater emphasis to ICT training and view the programme as playing complimentary role in developing successful Entrepreneurial Business Educator received rating of 87.4% and 85.5% in agreement respectively.

## DISCUSSIONS

Responses from the respondents indicate a high level of awareness on the potentials of ICT / internet skill as a capacity building need of Entrepreneurial Business Educator in the 21st Century. It is not surprising because ICT / internet technology has positively impacted in the lives of individual and groups generally. There are needs for ICT skills and people are driving towards acquiring the knowledge and skills to improve themselves and remain relevant, but what seems to be lacking is the institutional strengthening and lack of synergy from the school system and by default the government.

There are apparent lack of cohesion between ICT curriculum content development training that fits into the current State of the 21st Century ICT that is operational in majority of schools in Nigeria. The programme contents of ICT skill development in the school curriculum are simply outdated moribund and inadequate; with focus on addressing the needs of yester years as if we are trying to catch-up with the past.

ICT capacity building for Entrepreneurial Business Educator must address the needs of the 21st century and beyond. It is worrisome that the National Commission for Colleges of Education (2004) even in a bid to restructure Entrepreneurship education and ICT curriculum still retain courses such as BASIC (Beginners All-Purpose Symbolic Instruction Code) and COBOL (Common Business Oriented Language) programming language in business curriculum. Right question needs to be asked, what are the objectives of ICT programme in Business Education? Is it to train Business Education Students on programme writing as to develop their own business software or to train them in the use of available programmes that is being applied in business with great results? This lack of policy direction has often been a problem in our system and there is need to address these issues if ICT programme in business education will achieve its desired objective. Okiridu (2016) re-echoed this when he posited that one of the most pressing demands in the field of business education is the determination of what constitutes adequate preparation for new types of positions available in a business world of data processing, information computer technology and globalization.

Educational planners and programme implementers should engage experts and stakeholders in carrying out need assessment on what should be the major aim of ICT programme in Business Education Curriculum with a view to aligning its training programme to the needs of the students. The ICT / Computer technology needs of Entrepreneurial Business Educator have gone beyond mere computer literacy, ICT compliance should be our focus and advocacy in the 21st Century. Speaking about ICT needs and level of compliance by business education graduates, Olu-Obafemi (2015), maintained that any institutions which do not review/revise their curricular to reflect consciousness on the competence of

information technology may be taking considerable risk. Minimum standards will well be advised, if indeed it is not yet the case.

Agumuo (2006), opined that the ability to use modern communication and information technologies are some of the competencies needed in today's business environment, emphasizing the role of computer in performing businesses function.

## CONCLUSION

There are several ways of building capacity for Entrepreneurial Business Educator such as provision of Effective Industrial Attachment, Financial Empowerment, Entrepreneurial Centers, Partnership and linkage programmes, mentorship, Sponsorship of Business Plan and integration of ICT technologies in our learning system. These programmes are expected to provide exposure often lacking in the school curriculum and learning implementation. Because of this void in our educational preparation, a stop-gap measure aimed at controlling the damage is to make Entrepreneurial Business Educator compliant in ICT so that he can leverage on the enormous information and resources available within ICT/Internet technology for self-help and development. For a teacher to develop ICT compliance skills in the student, such teacher must be ICT compliant and should operate in environment that promotes ICT mediated learning.

## RECOMMENDATIONS

To facilitate ICT compliance Entrepreneurial Business Educator requires some of the following recommendations:

- a) Through professional teacher development programs and workshops train Entrepreneurial Business Educator to know and use ICT technology in teaching and learning.
- b) Properly integrate ICT in Business Education curriculum and entrepreneurship programme
- c) Ensure that Business Education Students are taught and evaluated using 21st century ICT technology and internet skills.
- d) Develop on-line professional learning communities to provide support and collaboration for the benefit of both the teachers and students
- d) Invest on ICT and provide professional development opportunities for both ICT staff and teachers,
- e) Integrate ICT skills into both student and teacher standards

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