
The Status of ICT in Colleges of Education in Rivers State; Implications for Entrepreneurship Studies

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Abstract

One of the goals of tertiary education is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. To achieve this goal, provision of adequate and appropriate materials and equipment is indispensable, indeed availability of adequate equipments in colleges of education will not only boost the morale of teachers and students but will also ensure quality teacher education. The purpose of this study is to assess the status of ICT in the two colleges of education in Rivers State and its implications for entrepreneurship studies. Two hypotheses were used for the study i.e. (1) that there is no significant difference in opinion of students and teachers on the relevance of I.C.T in entrepreneurship education. (2) There is no significant difference in the opinion of teachers and students regarding the content of I.C.T for the promotion of entrepreneurship education. Through stratified random sampling, 50 teachers and 100 students were selected for the study. The instrument for the study was the Likert type questionnaire structured into a 4 point scale; this was used to collect data from the teachers and students on the relevance of I.C.T to entrepreneurship education. There was no significant difference in the opinion of both teachers and students on the relevance of I.C.T to entrepreneurship education. It was concluded that entrepreneurship studies is very relevant to I.C.T and it was recommended that I.C.T education and entrepreneurship education should be incorporated so that the recipient can fit into any workplace.

Introduction

Information communication technology education has become very important in the present system because it forms the foundation for the realization of global socio-economic development. The world today is knowledge driven and information is a vital instrument in any human endeavour. It is therefore very important that students get to know this so that they can be equipped in confronting the challenges of personal and societal demands. Onyene and Uche (2007), confirmed that the use of electric devices in documentation enhances organizational effectiveness. They stated further that information and documentation process is most imperative now that technology has

advanced to such a level that impact heavily on competitive business and administration.

Webster English dictionary defines entrepreneurship as one who manages and organizes commercial enterprises, embedded in the idea of organizing and managing is the inevitable implication of risk taking that is why only the bold and courageous embark on entrepreneurial activities. Colleges of education are involved in the organizing and managing of intellectual assemblies, talk shop, and research particularly in the areas that are clearly innovative, conniving manifestation of entrepreneurial spirit.

Time was when possessing of a certificate was guarantee for employment, since the past two decades however things have changed unfortunately for the worst. NCE graduates employment into teaching had ceased to be automatic. Technology transfer had been advocated with various models including the root branch, exchange programme approach, company to company scientific publications and technical conferences, facilitating factors such as well planned transportation system, efficient communication system, water supply and other infrastructural facilities have been given some measure of consideration in the planning for technology transfer. But perhaps the least considered factor is the entrepreneur to take the risk of adopting the foreign technologies into the local environment and adequate information communication technology since both are sine qua non. The knowledge and ability to use computer is one aspect of the present ICT revolution. However, computer literacy is first step and basic foundation in being compliant with this modern that is dominated by technology. ICT is presently a tool used to fast track development in all aspect of human life- industry, culture and entertainment, politics, education etc. If there is any sector of the system that must lay emphasis on knowledge utility of this tool, it must be education and colleges of education are most concerned.

Information Communication Technology (ICT)

Information technology is an indispensable tool for the processing of entrepreneurship studies because it is a facilitative device using electronic means. The term information communication technology refers to a tool or any equipment or interconnected system or subsystem of equipment that is used on the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission or reception of data or information. Information communication technology includes computers, ancillary equipment, soft wares, film wares and or delicate procedures for major services as well as support services requiring related resources.

Fafunwa (1992) in Onyene 2008 stated that ICT has become an amplifier of human thinking, the tool for complex problem solving and or repositioning huge quantities of world's data, information, and knowledge. Goro (2003) opined that an assessment of the state of computer and technology literacy should be a cause for concern to teachers, educators especially in Nigeria's tertiary institutions. This according to him is because to function in a world dominated by technological innovations, the students, and institutions need to be knowledgeable in technological

development for effective participation in the management of new innovations within the economy.

Goro (2003) however bemoaned that most institutions and students have not had any form of training in the use of these technological aids. Based on this therefore, the ICT status of an institution will be determined by specializing in the use of ICT tools, understanding how and when to use it and its availability.

Entrepreneurship Studies

Entrepreneurship studies have been identified as a solution to unemployment and other associated societal problems. It is concerned with inculcating abilities, ideas, knowledge etc to the individual with the aim of improving the standard of living and productivity by the effective and efficient use of available resources. Entrepreneurship studies is a means by which an individual become a skilled participants in society and the economy. Entrepreneurship involves the ability to set up a business enterprise (Nwaokolo, 1997). According to him, this ability differ in some respect from the abilities acquired to enable an individual obtain paid employment. This involves information gathering, acquisition of the right skills, ideas and managerial abilities necessary for self-reliance. Self-reliance in an individual relates to what Odoki (1991) opined as the right and ability to set ones goals realizing them as much as possible through ones effort using ones factors through information communication technology. Entrepreneurship is a dynamic and complex productive factor which involves the ability to recognize a business opportunity mobilizes human and material resources to exploit it. From the foregoing, it is certain that entrepreneurship studies given a balanced ICT education will help the students, institution in the exploration, and exploitation of every opportunity/information in the environment around.

Importance of ICT in Entrepreneurship Education

The importance of ICT in entrepreneurship education cannot be over-emphasized. It has been opined that ICT would in the 21st century, determine the countries that would be leaders and those that would be laggards: those that would be powerful as against those that would be weak. (Naisbitt, 1994). Countries that could not trade through the use of ICT would be relegated to the periphery of world commercial and international relationship. They would be those that will become the outcast of the new world system. Equally, any country or state that do not have as a policy, the setting up of an appropriate infrastructure for ICT and the promotion of ICT usage in their operation of management, education and communication process, would also suffer an existential debacle in the education arena of the ICT era.

According to National Policy on Education (2004), the objectives of ICT in education include:

1. To develop asses and improve education programmes.
2. To make learning more meaningful for children
3. To reduce educational costs
4. To promote in-service education
5. To develop and promote effective use of innovative materials in schools.

According to Ladan (2007), the use of ICT in education is of importance and includes the following;

1. To support conventional classroom work in order to make learning more concrete, real, immediate and permanent. It makes
2. To help in the design and development of learning materials.
3. To make learning more vivid and engaging. In this way, learners can learn with speed and accuracy.
4. To promote research. ICT is particularly useful in education because it increases research especially in electronic form through the internet.
5. To help in special education. Exceptional children can get special instructional treatments, even when in conventional schools. ICT can thus help to adjust instruction for different groups.

Statement of the Problem

Today's system of education relies directly or indirectly on information and communication technology in ways we could not foresee a decade or two ago. But it is pathetic here to note that ICT education programme in the state and the country at large is still in its infancy while the rest of the world is being connected via arteries of information communication channels of satellites, land and sea cables, optic fibre cables, transferring data, voice and images and a host of other application of ICT such as e-learning, e-teaching, e-commerce, e-banking etc. Therefore the problem of this study is determine the opinion of students and teachers in colleges of education in Rivers State about the state of ICT with regards to curriculum, and facilities available and its impact on entrepreneurship education.

Purpose of the Study

The purpose of this study is to determine the opinion of students and teachers as to the status of I.C.T with regards to curriculum content and facilities available in the two colleges of education in Rivers State and its implications for entrepreneurship studies.

Research Question

The study was guided by the following research questions;

1. What are the opinions of students and teachers regarding the relevance of ICT in entrepreneurship education?
2. What are the opinions of students and teachers about the content of ICT curriculum with respect to entrepreneurship education?

Hypothesis

1. There is no significant difference in the opinion of students and teachers on the relevance of ICT in entrepreneurship education.
2. There is no significant difference in the opinion of teachers and students regarding the content of ICT for the promotion of entrepreneurship education.

Methodology

This study is ex-post facto designed study to assess the status of ICT in the two colleges of education in Rivers State and its implication to entrepreneurship studies.

Population

The population of the study comprises all the teachers and students in the two colleges of education in Rivers State. According to the statistics available in the two colleges, teachers' population is 3000 while the students are 8000; these two groups are chosen firstly because they are the foundation of any college/institution of learning.

Sample and Sampling Technique

A stratified random sampling technique was used to select 50 teachers and 100 students making it 150 respondents which constituted the sample for the study.

Instrumentation

A self designed questionnaire titled SICTBS (Status of I.C.T: Implications for Entrepreneurship Studies) was used to elicit primary data for the study. The idea used in the development of the questionnaire was drawn from literature review base on the research questions and hypothesis. The instrument for the study is a 4 point-Likert scale structured questionnaire of Strongly Agreed (SA), Agreed (A), Disagree (D), and Strongly Disagree (SD) comprising of 4 items, two positive and two negative, constructed for the purpose of data collection for the testing of the hypotheses. The draft rating scale was validated by an expert.

Reliability

The reliability was determined through a test-retest procedure of administering the instrument. Pearson-product moment correlation statistical analysis which yielded coefficient $r=0.81$.

Data Analysis & results

Table 1; Relevance of ICT to Entrepreneurship Education

	SA/O.F	E.F	A/O.F	E.F	DA/O.F	E.F	SD/O	E.F	T
Students	45	46	32	33	15	14	8	7	100
Teachers	24	23	17	16	6	7	3	4	50
Total	69		49		21		11		150

Where O.F= Observed Frequency and

E.F= Expected Frequency

$$X^2 = \frac{1}{1} + 1 + 1 + 1 + 1 + 1 + 1 + 1$$

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Hypothesis 1; there is no significant difference in the opinion of teachers and students in colleges of education on the relevance of ICT on Entrepreneurship Education.

The result of the data analysis is given in the table below

Respondents	Number(N)	X ²	Critical value	Degree of freedom	Significant level	decision
Students	100	0.77	7.815	3	0.05	Accepted
Teachers	50					

The hypothesis was tested at 0.05 level of significance with degree of freedom of 3 for a four point Likert scale question for two set of respondents. The calculated value $X^2=0.77$ which is less than 7.815 shows that there is no significance difference in the opinions of the teachers and students that ICT is relevant in entrepreneurship studies. The two groups confirmed that ICT is relevant to entrepreneurship studies.

Hypothesis Two; there is no significant difference in the opinion of teachers and students in colleges of education that the ICT curriculum is sufficient to promote Entrepreneurship Education.

The result of data analysis for this hypothesis is given in table two below;

Respondents	Number(N)	X ²	Critical value	Degree of freedom	Significant level	decision
Students	100	1.55	7.815	3	0.05	Accepted
Teachers	50					

Hypothesis two is accepted on the ground that the calculated value of $X^2 = 1.55$ is less than 7.815 which is the critical value hence there is no significant difference in the opinion of teachers and students on the adequacy of ICT curriculum in colleges of education for the promotion of entrepreneurship studies.

Discussion

The study was carried out to unveil the status of ICT in the two colleges of education in Rivers State with regards to its implication to entrepreneurship studies. Two hypotheses were constructed and 150 respondents comprising of teachers and students were used. The result showed that ICT was relevant to entrepreneurship studies and that sufficient ICT curriculum will promote entrepreneurship studies.

Conclusion

Entrepreneurship studies is an important aspect of the educational institution curriculum just as ICT is the current knowledge for the effective affluent method of keeping records and progress in a country. So, all tertiary institutions are expected to encourage this study in a developing country like Nigeria. The curriculum of ICT and entrepreneurship studies is supposed to be constructed in such a way that the two will become a joint area of study that will be a useful tool to the solving of unemployment problems in Nigeria. The right personal facilities and infra-structural requirements must be made available in all colleges of education in Nigeria; so that the knowledge will spread and the society will benefit.

Recommendations

The following recommendations were made;

- (1) Since ICT is the present day vehicle for achieving rapid technological development worldwide, the state government should as a matter of urgency revisit its ICT program so that it receives the required attention.
- (2) The students, teachers as well as the people, should be fully sensitized on the benefits of ICT education so that all can work together to develop the sector.
- (3) ICT education should be incorporated into entrepreneurship studies so that the recipients of the education can fit in any workplace or even in advanced study.

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