

# Impact of Information and Communication Technology on Entrepreneurial Opportunities among Secondary School Students in Anambra State

**MUOGBO, Uchenna Favour**

Department of Computer Science Education  
Chukwuemeka Odumegwu Ojukwu University Anambra State Nigeria  
[favbishy5050@gmail.com](mailto:favbishy5050@gmail.com)

**OBIEFOKA, Angela Obiageli**

Department of Economics Education  
Chukwuemeka Odumegwu Ojukwu University Anambra State Nigeria  
[obiefokaangela@gmail.com](mailto:obiefokaangela@gmail.com)

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**Abstract:** *The study aimed at determining the extent to which the provision of Information and Communication Technology (ICT) has provided entrepreneurial opportunities to secondary school students in Anambra State. A descriptive survey design was adopted for the study. The six education zones which consist of 261 public secondary schools in Anambra State were covered. The population is small and manageable and therefore no sampling was done. Self-constructed instrument of data collection called: questionnaire for the provision of entrepreneurial opportunities through information and communication technology (QPEOICT) containing 30 questionnaire items was developed and administered to 261 Principals in the six education zones. Validation of the instrument was conducted through its presentation to three experts – two in education management and one in measurement and evaluation. The reliability of the instrument was conducted using the Cronbach Alpha estimation tests which yielded a coefficient of 0.85 adjudged reasonably high enough to be used for data collection. Mean, standard deviation (Chi-square) were used to test the null hypotheses of the study. The findings of the study showed that the provision of ICT to secondary schools in Anambra State has significantly provided opportunities for the development of entrepreneurial skills among the students; it provided opportunities for the development of economic self-reliant skills among the students; it provided opportunities for the acquisition of wealth creation skills by the students and has significantly led to the production of young entrepreneurs among the students. Based on the findings of the study, the following recommendations were made: ICT education and training should be relentless pursued to continue to inculcate the development of entrepreneurial skills among the students in secondary schools in Anambra State; The quality of teaching should be constantly improved to ensure that students acquire relevant skills for the development of economic self-reliance skills through the provision of ICT; Students should be exposed to ICT teaching and learning process that will enable them effective wealth creation skills; A more innovative ways of imparting ICT knowledge, skills and competencies should be adopted.*

**Key Words:** *Entrepreneurial opportunities, ICT Teaching and Learning, Information Communication Technology, Employment opportunities*

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## 1. INTRODUCTION

The Integration of the world into a global village was facilitated by Information and Communication Technology (ICT) and has brought about the collapses of socio-economic barriers across national borders. Globalization has brought in its wake the expansion and intensification of interpersonal relationships and interactions as well as more vibrant socio-economic opportunities that would enable the individuals and economies become self-reliant through

the exploitation of economic and wealth creation opportunities which now abounds and are readily accessible to individuals from every part of the globe. This development calls for everyone to tap into Information and Communication Technology (ICT) Education which justifiably guarantees economic empowerment through entrepreneurship opportunities. Education generally has been recognized as a tool per-excellence for empowerment and development of the individuals and society at large. Education is the process through which human beings are morally and culturally accepted as good citizens of their immediate environment. Education is more than mere schooling. In the contemporary competitive global village in which we live, a secondary education needs to be functional to prepare the individual for useful living within the society. Such functional education must be Information Communication Technology (ICT) and entrepreneurship driven to make the recipients of such Education to become economically self-reliant.

Information and communication technology (ICT) is an umbrella term that includes any communication device or application, encompassing, radio, television, cellular phones, computer and network hardware and software, satellite system and so on, as well as the various services and applications associated with them, such as videoconferencing and distant learning (Dzidonu, 2010). The Information Communication Technology (ICT) as a science of information which uses the computer and multi-electronic resources to collect, process, store, retrieve and transmit or disseminate information to any part of the world has impacted all aspects of human endeavor including education, politics and economy particularly, entrepreneurship and wealth creation. The provision and utilization of information and communication technology (ICT) in secondary schools is therefore bound to generate entrepreneurial opportunities to students at that critical level of education which constitute the pedestal for acquisition of higher education and/or life work experience.

Expressing the nexus between information communication technology (ICT), entrepreneurship and the creating of entrepreneurial opportunities, Okoye (2018) observed that with the proliferation of new technologies such as supercomputers, the internet and satellites, a communication revolution was unleashed on the world which has gradually become a smaller village of a conglomerate cultures and nationalities. In the secondary schools, measures must be taken to ensure availability to adequate ICT facilities, computers and other devices), instructors and teachers as well as entrepreneurship skills acquisition workshop, equipment and teachers in order to attain transformational learning achievement by the students, that will enable optimum exploitation of entrepreneurial opportunities resulting to socio-economic transformation, economic empowerment, economic self-reliant and wealth creation. This study therefore seeks to examine the extent of provision of ICT facilities, skills and entrepreneurship development opportunities to secondary schools students in Anambra State, Nigeria.

### **1.1 Statement of the Problem**

The need to adjust the curriculum of secondary schools to accommodate information and communication technology (ICT) and entrepreneurship education and training has been widely recognized. In Anambra State, Nigeria, government has made efforts towards building procurement and installing of ICT facilities and procurement of information and communication technology (ICT) resources in secondary schools in the State. In likewise manner, entrepreneurship education has been entrenched in the secondary school curriculum and facilities procured to aid teaching and learning in this regards. However, recent research has shown that many secondary school graduates in Anambra State are idle and some indulge in various negative activities due to unemployment. This is a result of lack of poor provision of ICT and entrepreneurship education. They cannot raise their socio-economic standard and contribute nothing to nation building. This calls to question the extent to which the provision of information and communication education and training in secondary schools in Anambra State has enabled the exploitation of entrepreneurial opportunities within the environment. There is therefore need to critically examine the impact.... of information and communication technology (ICT) education and facilities have enabled secondary school students in the State to take advantage of entrepreneurial opportunities made available thereby for their socio-economic transformation, economic empowerment, economic self-reliance and wealth creation.

### **1.2 Specific Purpose of the Study**

1. To determine the extent to which impact of information and communication technology (ICT) provision on opportunities for the development of entrepreneurial skills among the students secondary schools in Anambra State.

2. To ascertain the extent to which the provision of information and communication technology (ICT) to secondary schools in Anambra State has provided opportunities for the development of economic self-reliant skills among the students.

### **Research Questions**

The following research questions are formulated to guide the study.

1. To what extent has the provision of information and communication technology to secondary schools in Anambra State provided opportunities for the development of entrepreneurial skills among the students?
2. To what extent has the provision of information and communication technology to secondary schools in Anambra provided opportunities for the development of economic self-reliant skills among the students?

### **Research Hypotheses**

**The following null hypotheses are formulated to be tested in the study:**

H01: The provision of information and communication technology (ICT) to secondary schools in Anambra State has not significantly provided opportunities for the development of entrepreneurial skills among the students.

H02: The provision of information and communication technology (ICT) to secondary schools in Anambra State has not significantly provided opportunities for the development of economic self-reliant skills among the students.

## **2. REVIEW OF RELATED LITERATURE**

### **2.1 Concept of Information and Communication Technology (ICT)**

Information and communication technology (ICT) as a general purpose, technology has continued to have a pervasive impact on the socio-economic, political, cultural and technological development of the modern world. Information and communication technology (ICT) has become a revolution. It is an all-purpose revolution which has been described as the third industrial revolution. Information and communication technology (ICT) has played a significant role that has resulted to the emergence of today's' global village. Information and communication technology (ICT) is the use of technology in managing and processing information with the use of electronic computer system and computer software to convert, store, protect, process, transmit and retrieve information (Dei, 2018).

Nwana, Ofoegu and Egbe (2017) described Information and communication technology (ICT) as a technology trend that has brought the world into a global village. It is a buzzword in media and telecommunications which has revolutionalized the economy, business, industry, politics and education. They explained that information and communication technology (ICT) uses various information superhighways namely: the internet and extranet to function.

### **Information and Communication Technology (ICT) Education**

Today information and communication technology (ICT) has virtually impacted all aspects of human lives and ways of living. It has already crept into the education systems and curricular of modern nation states all over the world. In Nigeria, information and communication technology (ICT) is currently considered a priority in the education system. The Federal Republic of Nigeria (FRN) (2014) in its revised National Policy on Education recognized ICT as a product of technological change and as an innovation in education. It is in this view that computer education was introduced as an integral part of ICT in Nigerian educational system. The concept of information and communication technology (ICT) education describes the introduction and integration of ICT into the teaching and learning process as well as the study of information and communication technology (ICT) as subject matter. It is the effort or ability to make the generality of the people ICT literate and ICT compliant.

### **Concept of Entrepreneurship**

The concept of entrepreneur and entrepreneurship has been viewed in different ways by different authorities and experts. To an economist, entrepreneur is an individual who owns, controls, organizes and co-ordinates the other factors of production (Land, Labor and Capitals) and makes their value greater than before. Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and run an enterprise successfully, Suleiman, 2006). Entrepreneurship is also define as the process of generating ideas and venturing

into business risk created by dynamic environment and making the best of opportunities for profit purposes (Onwuka and Ile, 2006).

### **Concept of Entrepreneurship Education**

Ezeani (2012) explained that entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. It refers to programs that promote and provide skill training for business creation and development. Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through training. Johnson (2015) defined entrepreneurship education as a conscious and purposeful effort by an educator, geared towards inculcating entrepreneurial skills and attitudes, to enhance the success of the learners in the world of business.

#### **2.1.2 Theoretical Frame Work**

The theoretical framework of study is anchored on the Human Capital Theory as espoused by the classical economist, Adam Smith. Adam Smith in “The Wealth of Nations” (1976) formulated the basis of what later emerged as the science of human capital which produced the human capital theory. Human capital theory stresses the significance of education and training as the key to participation in any economy. It considers acquired capacities of human beings and human beings themselves as capital. Human capital theory suggests that individuals and society derive economic benefits from investments in human beings. Human capital theory is based on the assumption that formal education is sine-quo-non to improving the productive capacity of a population. Human capital theorist argues that an educated population is a productive population.

#### **2.1.3 Empirical Reviews**

Maisamari, et al (2018) conducted a study with the title: Assessment of Secondary school Teachers’ use of Information and Communication Technology (ICT) in Anyingba Metropolis, Kogi state, Nigeria. The study was aimed at assessing teachers’ competency in the use of ICT. The main purpose of the study is to assess secondary school teachers’ use of Information and communication technology in Anyingba Metropolis, Kogi State. Five research questions and two null hypotheses were derived from the five specific objectives of the study. Purposive sampling techniques were used to select 140 respondents as sample from the total population of secondary school teachers in Anyingba Metropolis. The study adopted a survey design in its methodology. A modified instrument tagged “Teachers ICT use survey” (TICTUS) adapted from ICT survey indicator for teachers and staff by UNESCO (2004) was used to gather data for this study. The findings of the study revealed among others that there is poor teachers’ use of ICT to facilitate teaching and learning. Recommendations were made based on the findings of the study.

Dei(2018) conducted a research titled, “Assessing the use of information and communication technology in teaching and learning in secondary schools. The study was a survey design and was conducted in Ghana. The study observed that information and communication technology (ICT) has become a force that has changed many aspects of the way people live and every aspect of human endeavor such as education, medicine, business, law and engineering. The study assesses the adoption and use of ICT in teaching and learning in secondary schools in Ghana. The qualitative research method was used in the study. The study was able to establish that ages and gender of the respondents largely affected their adoption and usage of ICT as the students, young and male teachers had more knowledge and interest in the use of ICT for teaching and learning and that there was disparities in the provision of computers and ICT facilities at the secondary schools as the schools in the urban areas had some ICT facilities although they were found to be inadequate, not properly ventilated, not spacious enough and have poor lightening system. As a result, the impact of ICT in teaching and learning at the secondary schools were minimal.

## **3. METHODOLOGY**

### **3.1 Research Design**

The study adopted a descriptive survey research design. The survey design enables the study of an entire population or group using a sample as representative of the population or group. Nworgu (2006) defines descriptive survey research design as one in which a group of people or items is studied by collecting and analyzing data from only a few people in their natural setting. The study is conducted in Anambra State with particular interest in the secondary schools within the six education zones in the State. Anambra State has twenty-one (21) Local Government Areas which are further divided into six education zones which include: Aguata, Awka, Nnewi, Ogidi,

Onitsha and Otuocha Education zones. There are 261 Secondary Schools within the six education zones in the state as confirmed by the Post Primary School Service Commission (PPSSC) Awka (Okolocha and Onyeneka, 2013).

### 3.2 Instrument and method of data collection

The instrument for data collection is a self-constructed four likert-type questionnaire called Questionnaire for the provision of Entrepreneurial Opportunities through ICT (QPEOICT). The questionnaire has two sections: Sections A and B. Section A dealt with the respondents Bio-Data while Section B, made up of four clusters and contains 30 statement items specifically designed to provide answers to the four research questions formulated to guide the study as follows: cluster 1=8 items, cluster 2=8 items, cluster 3=7 items and cluster 4=7 items.

The four point scale likert-type questionnaire for data collection has a numerical value assigned to each response option as follows:

Strongly Agree (SA) – 4

Agree (A) – 3

Disagree (D) – 2

Strongly Disagree (SD) – 1

The respondents were requested to tick  options that best suited their interest or opinions on each statement item. A letter of introduction stating the purpose and aim of the questionnaire was attached to the instrument for ease of reference. The copies of instrument for data collection were administered to principals in the six education zone in Anambra State. Three of the Education zones would be covered by the researcher himself while the other three zones would be covered with the help of three (Research Assistants” given orientation for the purpose. The research assistants would be armed with an Introduction Letters to the Principals, introducing the authenticating the mission of the research h assistants and acquainting them with the rational for the study. The researcher with the aid of the research assistants’ administered the questionnaire to 261 Principals of schools from each of Education Zone in Anambra State. A face to face method of administration was adopted and the questionnaire retrieved immediately upon completion to avoid losses. A 90% rate of recovery was achieved. Collation and analysis was done based on the recovered and well completed copies of the questionnaire.

### 3.3 Method of Data Analysis

The four research questions were answered using mean, standard deviation and grand mean. The researcher used the mean rating of the numerical value assigned to the response options. Also mean and standard deviation were adopted in analyzing the data collected in answering the research questions. Mean scores was used to determine the scaling statement in the questionnaire based on nominal the value assigned to the different scaling of responses to the item statements as follows:

1.00 – 1.49 – Very Low Extent

2.00 – 2.49 – Low Extent

2.80 – 3.49 –High Extent

3.80 – 4.00 – Very High Extent

A cut off would be determined by the finding the mean of normal values assigned to the options in each questionnaire item using the formula;

$$\bar{X} = \sum x/N$$

Where  $\bar{X}$  = mean score

X = the score

N = Number of items

Thus:

$$\bar{X} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

**Decision Rule**

For the research hypotheses, the decision rule is that if the calculated P-value is greater than the table p-value at a chosen confidence level (.05) and a degree of freedom (n<sub>1</sub>+n<sub>2</sub>-2), the null hypothesis of no significant difference is rejected, if on the other hand, the calculated t-value is less than the value of the t-critical from the table, then the null hypothesis is not rejected but accepted.

**4. PRESENTATION OF RESULTS**

This section deals with results presentation of analyses of the study according to responses to the questionnaire items in Clusters 1 to 4, and the chi-square tests of the hypotheses that guided the study. Decisions on the chi-square tests were taken at a chosen confidence level (.05) and a degree of freedom (n<sub>1</sub>+n<sub>2</sub>-2) at which the null hypothesis of no significant difference would be rejected, if on the other hand, the calculated t-value is less than the value of the t-critical from the table, then the null hypothesis is not rejected but accepted. An equal number copied of the questionnaire were recovered from the respondents well completed, and were used for analysis.

**4.1 Data Analysis and Result**

Results of data analyses are presented below:

**Section A: Demographic Analysis**

**Table 4.1: Gender Distribution**

		<b>Freq uency</b>	<b>Perc ent</b>	<b>Valid perce nt</b>	<b>Cumulat ive Percent</b>
Valid	Female	169	64.8	64.8	64.8
	Male	92	35.2	35.2	100
	Total	261	100	100	

Table 4.1 above shows the gender distribution of respondents used for this research. Respondents' responses to the gender status of the respondents of the study show that the female respondents' were 169 or 64.8% while the male respondents' were 92 or 35.2 %. This further indicates that majority of the respondents that participated in the survey were female.

**Table 4.2 Age Distribution of Respondents**

		<b>Frequ ency</b>	<b>Percen t</b>	<b>Valid percent</b>	<b>Cumulative Percent</b>
Valid	25- 35year s	35	12.8	12.8	12.8
	36- 45year s	97	35.5	35.5	48.4

	46-55years	93	34.1	34.1	82.4
	56-65years	48	17.6	17.6	100
	Total	273	100	100	

Table 4.2 above shows the age group of the respondents. Results of the analysis of the age distribution of the respondents shows that those between 25 and 35 years were 35 in number or 12.8%; those between 36 and 45 years were 97 or 35.5%; those between 46 and 55 were 93 or 34.1; those between 56 and 65 were 48 or 17.6%. This reveals that the majority of the respondents were between the ages of 36 and 55 years.

## 1 Cross Tabulations Showing Frequencies and Percentages of Responses to Questionnaire Items

### Cluster 1: Extent of Development of Entrepreneurial Skills through ICT

- Research Question 1:** To what extent has the provision of information and communication technology to secondary schools in Anambra State provided opportunities for the development of entrepreneurial skills among the students?

**Table 4.3**

		Very Low extent	Low extent	High extent	Very High extent	Total
Extent of development of Entrepreneurial skills	Provision of ICT to students has offered them the skills to participate in the economies of the World Global Village.	0	0	141	120	261
	Provision of ICT gives to students' greater exposure to vocational and workforce skills.	0	0	166	95	261
	The provision of ICT offers students with data analysis skills for effective business management	0	0	136	125	261
	The provision of ICT endows students with business ideas-generation skills	0	0	157	104	261
	The provision of ICT offers students with effective communication skills necessary for success in business.	0	0	120	141	261
Total						

Table 4.3 above shows the outcomes of responses tabulation of the responses of each respondent using the Likert scale from Very Low Extent to Very High Extent for Cluster 1. Responses to questionnaire

item 1 which states that, “Provision of ICT to students has offered them the skills to participate in the economies of the World Global Village. The result shows that

The result shows that majority of the respondents’ responded positive to questionnaire item 1. Questionnaire item 2 which states that, “Provision of ICT gives to students’ greater exposure to vocational and workforce skills”, had the following results: Very Low Extent=0; Low Extent=0; High Extent= 166 and Very High Extent=95. This shows that majority of the respondents of the study responded positive to questionnaire item 2. On questionnaire item 3 which states that, “The provision of ICT offers students with data analysis skills for effective business management”, the following outcomes were recorded: Very Low Extent=0; Low Extent=0; High Extent=136; and Very High Extent=125. This indicates that majority of the respondents’ responded positive to questionnaire item 3 which states that, “The provision of ICT offers students with data analysis skills for effective business management”. Questionnaire item 4 states that, “The provision of ICT endows students with business ideas- generation skills”, and the responses are as follows: Very Low Extent=0; Low Extent=0; High Extent=157 and Very High Extent=104. This indicates that majority of the respondents, responded positive to questionnaire item 4.

Responses to questionnaire item 5 which states that, “The provision of ICT offers students with effective communication skills necessary for success in business”, had the following results: Very low Extent=0; Low Extent=0; High Extent=120 and Very High Extent=141. Majority of respondents responded positive to questionnaire item 5.

#### 4.2 Test of hypotheses one:

H1: H01: The provision of information and communication technology (ICT) to secondary schools in Anambra State has not significantly provided opportunities for the development of entrepreneurial skills among the students.

**Table 4.4: Chi-Square Tests of the First Hypotheses of the Study**

Value	Df	Asymp.Sig	(2-sided)
Pearson Chi-Square	211.528 <sup>2</sup>	21	.000
Likelihood Ratio	169.931	21	.000
Linear-by-Linear Association	7.560	1	.006
N of Valid Cases	2088		

Table 4.4 above shows the result of our chi square analysis. From the table above, we are able to deduce either, To do this we look at the row that has the Pearson chi square asymptotical value in the table. If the value is greater than 0.05, we do not reject the null hypothesis. We do otherwise if less than 0.05 hypothesis, since the P-value (Asymp. Sig) is 0.000 which is less than 0.05, we reject the null hypothesis and conclude that: The provision of information and communication technology (ICT) to secondary schools in Anambra State has significantly provided opportunities for the development of entrepreneurial skills among the students.

Table 4.4 above shows the result of our chi square analysis. From the table above, we are able to deduce either. To do this, we look at the row that has the Pearson chi square asymptotical value in the table. If the value is greater than 0.05, we do not reject the null hypothesis. We do otherwise if less than 0.05 hypothesis, since the P-value (Asymp. Sig) is 0.000 which is less than 0.05, we reject the null hypothesis and conclude that: The provision of information and communication technology (ICT) to secondary

schools in Anambra State has significantly provided opportunities for the development of entrepreneurial skills among the students.

### 4.3 Test of Hypotheses Two

**H<sub>2</sub>:** H02: The provision of information and communication technology (ICT) to secondary schools in Anambra State has not significantly provided opportunities for the development of economic self-reliant skills among the students.

**Table 4.5: Chi-Square Tests of the Second Hypothesis of the Study**

Value	Df	Asymp.Sig	(2-sided)
Pearson Chi-Square	42.756 <sup>2</sup>	7	.000
Likelihood Ratio	43.265	7	.000
Linear-by-Linear Association	2.780	1	.095
N of Valid Cases	2088		

Table 4.5 above shows the result of our chi square analysis. From the table, we are able to deduce either to accept or reject the null hypothesis. To do this, we look at the row that has the Pearson chi square asymptotical value in the table. If the value is greater than 0.05, we do not reject the null hypothesis. We do otherwise if less than 0.05

Table 4.5 above shows the result of our chi square analysis. From the table, we are able to deduce either to accept or reject the null hypothesis

To do this, we look at the row that has the Pearson chi square asymptotical value in the table. If the value is greater than 0.05, we do not reject the null hypothesis. We do otherwise if less than 0.05

Based on our testing hypothesis, since the P-value (Asymp. Sig) is 0.000 which is less than 0.05, we reject the null hypothesis and concluded that the provision of information and communication technology (ICT) to secondary schools in Anambra State has significantly provided opportunities for the development of economic self-reliant skills among the students.

## 5. DISCUSSIONS OF FINDINGS

Generally, the findings of this study revealed that provision of ICT to secondary schools students in Anambra State, Nigeria has inculcated the consciousness and exploitation of entrepreneurial opportunities within their environment. This is further implicated in the effective use of ICT gargets by secondary students in the area of study.

*The findings of the study are specifically summarized as follows:*

1. The provision of information and communication technology (ICT) to secondary schools in Anambra State has significantly provided opportunities for the development of entrepreneurial skills among the students.
2. The provision of information and communication technology (ICT) to secondary schools in Anambra State has significantly provided opportunities for the development of economic self-reliant skills among the students.

The Research Question 1 sought to establish to what extent the provision of information has and communication technology to secondary schools in Anambra State provided opportunities for the development of entrepreneurial skills among the students?

Cross tabulations of responses of the respondents to all eight (4) questionnaire items in Cluster 1 that addressed the research question 1 show that overwhelming majority of the respondents responded positive to this research question.

Also, test of null hypothesis 1 returned a P-value (Asymp. Sig) of 0.000 which is less than 0.05, leading to the rejection of the null hypothesis and the conclusion that the provision of information and communication technology (ICT) to secondary schools in Anambra State has significantly provided opportunities for the development of entrepreneurial skills among the students. This is in line with Mikre (2011) which stated that students who use computers and other ICT targets tend to develop valuable entrepreneurial skills for doing online business. This was also supported by Mbanefo and Eboka (2018) which maintained that ICT education helps in the acquisition of entrepreneurial skills in basic science education for entrepreneurship development.

Responses of the respondents' of the study to Research Question 2 which sought to establish the extent the provision of information and communication technology to secondary schools in Anambra has provided opportunities for the development of economic self-reliant skills among the students showed that overwhelming majority of the respondents responded positive to this research question. The results of cross tabulation for the research question suggested that the provision of information and communication technology to secondary schools in Anambra provided opportunities for the development of economic self-reliant skills among the students. Result of the test the second null hypothesis of the study revealed that the provision of information and communication technology (ICT) to secondary schools in Anambra State has significantly provided opportunities for the development of economic self-reliant skills among the students.

## **6. CONCLUSION**

The study examined the availability and use of ICT as well as extent of the exploitation of entrepreneurial opportunities accruable to students therewith. ICT is playing salient role in education, work places, businesses and entertainment. It is already influencing all aspects of human lives. It endows individuals and the nation with entrepreneurship skills, abilities and competencies that guarantee economic development, wealth creation and self-reliance. Thus, the acquisition of ICT and entrepreneurship skills is key to survival and wealthy living in today's global economy. Provision of ICT to students in secondary schools is a veritable means of producing a crop of young entrepreneurs who through the establishment of much needed small and medium enterprises provide a sound base for national economic development and growth. Provision of ICT training to secondary school students is also an effective means of ensuring individual economic growth, sound welfare and self-reliance.

## **RECOMMENDATIONS**

1. ICT education and training should be relentless pursued to continue to inculcate the development of entrepreneurial skills among the students in secondary schools in Anambra State.
2. The quality of teaching should be constantly improved to ensure that students acquire relevant skills for the development of economic self-reliance skills through the provision of ICT.
3. Students should be exposed to ICT teaching and learning process that will enable them effective wealth creation skills.

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