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Information and Communication Technology's Effectiveness in Entrepreneurship.

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ABSTRACT:
The researcher's goal is to examine teachers' impressions in the Entrepreneurship Subject at a Vocational in Northeastern Nigeria, and their readiness to use information and communication technology (ICT) systems. To determine the state of schools, this study used a descriptive quantitative survey method, as well as observation and in-depth interviews with respondents who were selected based on the criteria.There were 102 entrepreneurship teachers from Vocational schools in northeastern Nigeria.As a result, 1. Schools have already demonstrated their preparedness to use ICT. 2. Despite the school's readiness in the system, the teachers' use of the ICT system is still weak.3. Anabsence of enthusiasm to study on theteachers part 4. According to the respondent's criteria, female instructors requiringICT system training are still lacking, and even teachers with degrees do not have a complete understanding of the system.

Keywords: Entrepreneurship, ICT, Schools, Learning, Equipment, Teachers, and Students.

I. INTRODUCTION:

The government and education organizers are constantly working to improve education quality. This is a necessary effort to improve education quality, starting with the teacher, because the teacher, as an educator, is at the forefront of the task and has a straight relationship with students. Trainers play an important role in education, at school to create a greatknowledge environment, which has a positive impact on student achievement[1].

To involve students in the learning process and improve the quality of educational human resources, learning must be made more creative and interactive. To establish an interactive learning environment, good infrastructure and facilities, as well as the utilization of Information Communication Technology (ICT), should be used. systems in the classroom ICT must be used to improve the effectiveness and efficiency of learning, according to[2]. Similarly,[3] believes that the rapid rise of information and communication technology, which provides new learning conveniences, allows for a shift in learning orientation from outside-guided to self-guided, and from possession to the construction of knowledge. That is to say, in today's educational environment, technology is necessary for learning convenience.

So, how many teachers have incorporated ICT into their classrooms? The small number of teachers who can operate a computer, or at least those who can use the internet, such as those who have e-mail, Facebook, blogs, and other social media sites, demonstrates the low ability of teachers to use ICT. However, in today's globalized world, the use or misuse of technology is critical. Teachers' basic ICT abilities are still low, according to the study, and the school does not require teachers to use ICT in the learning process.

As a result, the instructor is less likely to pursue further education. Because the teacher has not exploited ICT to its full potential, which offers the advantages of the widespread availability of information, precision, and speed, as well as ease of learning and technology aid to facilitate the teaching and learning process.

Entrepreneurship teachers require creative, inventive, and productive learning approaches for their pupils to be engaged in the learning process and to be able to apply their concepts immediately. According to[5], teachers should be more creative, imaginative, and broadminded to offer more qualified ICT-based classes. The student's product idea is then turned into a business plan, which is then presented using information technology to make it more convincing and interesting, followed by product creation and sales through online access via the internet or social media such as SMS, WhatsApp, e-mail, Facebook, blog, Twitter, and Instagram.

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However, it is important to assess whether the school provides appropriate resources and infrastructure to care for the knowledge process of free enterprise disciplines[6]. The provision of ICT facilities at the school is still insufficient. Do entrepreneurial teachers utilize ICT in the classroom to demonstrate to students? Teaching aids, according to [7]. Medium of learning that incorporates the concept of Knowledge. The teaching and learning process will be stimulated by the use of props, which will temper the interest of both students and teachers, especially students.

II. REVIEW OF RELATED WORK

The Theory of ICT (Information and Communication Technology)

As a result of information technology artificial or human engineering is applied to the transmission of information from the sender to the recipient for the information submitted to be faster, more widely distributed, and stored for longer periods [8],[9].

Information and Communication Technology encompasses all operations relating to the processing, modification, management, and transfer of information between media[10]. In the mid-twentieth century, a combination of hardware and software

give raised to Communications Technology which refers to ICT [11],[12]. Information and Communic ation Technology (ICT) encompasses a wide range of technological applicationsComputer and machine (computer) and human relationships, as well as social, economic, and cultural issues, are all covered by management and engineering methods employed in the control and processing of information and their application[5],[11].

Communication and Information Technology is a channel or tool used to transfer knowledge from one person to another. The wave of technology and information progressed through the following stages:

1. The initial wave of ICT adoption aims to boost productivity while lowering budgets.
2. The ICT comes in the second segment, intended to improve the efficiency of processors used by constructing network computers.
3. In this segment ICT, emphasizedcreating by developing information systems programmed to fetch money
4. The fourth-generation ICT focuses on assisting decision-making based on qualitative data.
5. The fifth wave of ICT centered on the development of the Internet network as a means of reaching clients (consumers).
6. ICT is creating a wireless network system in the sixth wave (wireless).

classrooms in the early 1980s and some studies believe that information and communication technology (ICT) is a vital aspect of education for the next generation. In the world of education, modern technology (ICT) provides many benefits, including improved teaching and learning in the classroom, the belief that new technologies have the potential to support education across the curriculum, and opportunities for effective communication between teachers and students in ways that were previously unavailable.[13].

With the help of Powerpoint slides, teachers should publish files or send them to their students via email. According to[14], the instructor uses ICT in the classroom like the internet, movie, audio, visuals, text, and pictures to help students learn. Information and Communication Technology are used following [15]. He went on to say that learning tools associated with IT, such as computer-based learning and web-based learning, are currently a source of concern in the world of education. According to[16], it is beneficial for students to comprehend the genuine nature of entrepreneurship if the teacher offers the content as well as practice it

The student is anticipated to be able to foster creativity via information and communication technology. Students with a high level of originality can be able to quickly solve problems and respond to new problems. When employed in learning, the goal of information and communication technology will be in line to teachitself[17].

III. METHODS

The descriptive quantitative survey method was employed in this study. Content analysis is used in data analysis. This study relies on primary data gathered through observation and in-depth interviews with respondents. 102 entrepreneurship instructors from Occupational schools fromthe northern part of Nigeria, participated. The respondents were chosen based on the criteria. The criteria are gender, age, educational Qualification, and duration of service.

The survey method used in this study was used to determine the circumstances of state vocational schools in the northern part of Nigeria. The usage of the Information and Communication Technology system of the education process was as a tool utilized to interview respondents.The responders' profiles are listed in the table below:

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Table 1.responders' profiles list

Characteristics of respondents			
No	Features	Criteria	percentage
1	Sex	Female	77.4
		Male	22.6
2	Age	≤ 30 years	28.4
		>30 years	71.6
3	Educational Qualification	Postgraduate	25.5
		Undergraduate	74.5
4	Duration of service	≤ 15 years	41.2
		>15 years	58.8

Sex

According to the table above, female teachers account for 77.4 percent of all teachers. The primary personality differences between men and women are that men are more violent, intolerant, unusual, self-assured, forceful, and, whereas women are less relational and must care for their families. However, this condition applies everywhere. Concerning ICT, female teachers have less concern in incorporating it into classroom activities.

Age

According to our study on ICT use in entrepreneurship classes, 71.6 percent of teachers are over 30 years old. To put it another way,the necessityto improve their capacity to use current technologies. Age is a true control variable that affects the collaboration between independent variables (performance expectations, social expectations, and social influence) on the intention to utilize information technology.

Educational qualification

Because Nigerian government regulations require instructors to have a bachelor's degree in education, 74.5 percent of entrepreneurship teachers in the northern part of Nigeria, have student educationalcontextual. Their academic background connects to their less computer ability. The government intends for the rule to develop the world of education by ensuring that skilled teachers are available. According to[18], education is essential for developing one's capacities, and higher education teachers are capable of working with greater difficulty and reactivity.

Duration of service

The working duration has an impacton control details of educators; a long training period will provide greater knowledge in the classroom; from the table that senior instructors with a teaching experience of15 years and above account for 58.8 percent of the total. It indicates that they have a lot of teaching experience. This is in line with the findings of [19], which revealed that respondents who taught more had higher scores than those who did not[20].discovered the same thing, that younger people are more enthusiastic about using ICT in the classroom. The point that might be given a long-term instructionreaction, meaning that their teaching method will not change. They may be uncertain to update it.

IV. RESULT

InstructorsIndicated that Schools have the Willingness to implement the Application of Information and Communication Technology.

Schools'willingness to use Information and Communication Technology can be confirmed by suitable amenities and organization in the schoolroom. Schools continue to use multimedia devices in their institutions despite a lack of suitable amenities and organization, both in terms of quantity and quality of apparatus. This previous programdevice is categorically still employing specifications from a former period. As a result, its request must be able to keep up with the rapid advancement of Information and Communication Technology. To increase learning quality, schools should continue to expand ICT-related

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infrastructure. The majority of respondents in this study said that their school has already done so.

To construct, advance, and preserve the organization of Information and Communication Technology, a budget or sufficient funds must be available. In this study, the majority of respondents agreed that the problem requires a budget or appropriate funding.

One of the issues that stakeholders must address is the unequal distribution of infrastructure or supporting the application of Information and Communication Technology in education. Without the infrastructure or infrastructure facilities that support the application of ICT in education, it will only be a dream. In the application of ICT in the sphere of education, facilities organization is a critical element that attends as the origin of primary investment.Currently, there is a tendency in Nigeria for just specific areasto have access to information technology [21]. Because there are still many distant regions where telephone service, let alone Internet connectivity, is unavailable. Human resources with great potential can appear and exist in any location. If this continues, and the government does not respond, the possibility of the human resources to own area will stay inactive, unable to use the advancement of the Nigerian people as a whole.

The Instructor Indicated that the Application of the Information and System is Still Missing by the Instructors Even Though the School is already in the System.

Instructors should use their knowledge, skills to implement the use of digital technologies, and incomes to assist students in meeting academic goals. In this study, fewer respondents agreed that instructors should be knowledgeable and skilled in the useof information technology. This means that many instructors still believe that the use of information technology in the classroom is not necessary.

Teachers that disagree with the use of Information Technology are assumed to be traditional and older, according to this study. The applicability of the material they teach is another factor that influences their judgment. Any subject today necessitates the usage of a PowerPoint slide to convey the material to the students for them to be more engaged in paying attention to the material being taught[22]. astatement that "sadly, not all teachers can take full advantage of computers and the internet." As a result, many children in some regions are unable to use technology because their instructor is likewise unable to do so.

Thisis consistent with the features of respondents in the research, which shownumerous respondents are older, implying that[23] discovered the same finding, that younger people are more enthusiastic about using ICT in learning. Old teachers are still not using the ICT system to its full potential.

Lack of Instructors'Readiness to Learn

The results establish that instructors have a desire to incorporate Information Technology in theschoolrooms, but they face numerous challenges, like:

1.Absence of resources.
2. Shortage of self-confidence.
3. Ability to learn.
4. Instructor'sapproach is resistant to change.

Instructors that lostconfidence: In using Information Technology equipment in the classroom on average, older instructors with more work hours.lackself-confidence as a result of their lack of prior computing knowledge. Can only apply a slight amount of it, for instance,the creation of slide material, some are unable to utilize PowerPoint slide material. Inline withthe findings of[24], which revealed that respondents who taught more had higher scores than those who did not[16] discovered the same thing, that younger people are more enthusiastic about using ICT in the classroom. The case that might be made is that long-term teaching is beneficial his response may be in a "save" mode, which means he's not changing his teaching technique. They may be hesitant to update it, particularly if it affects ICT users.

In established schools, the utilization of computer laboratories is less than ideal. Instructors are uncertain to use the workroom for several reasons, including a lack of confidence and a comfort level with spoken learning methods but not learning through Information and Communication Technology equipment. The damaged computer is not given more attention to be repaired immediately, resulting in a lower number of computers available for using the number of students that utilized the computer are more [25].

Absence of InstructorCapability: The teachers lack competency in integrating Information Technology into instructionalpreparation, i.e. a lack of computer knowledge and abilities, as well as a lack of interestin reforms and integration with computer-assisted learning activities.

Therefore government should play a role in providing training to improve teacher competence in the use of Information and Communication Technology. They were also addressed by the government. Teachers must be talented to expand their ability, is struggling to become more

technologically well-educated, if they wish to receive a professional allowance, according to the theory[26],

The school should be equipped with ICT gadgets in their computer lab this is another contributing factor to a rise in teacher capability in using Information Technology. According to the Education ministry of Nigeria, the number of elementary schools in Nigeria with laboratories is still at 9%, with a library at around 45%.[27],[28].

Teacher attitudes and inherent resistance to change:The combination of Information and Communication Technology in the knowledgemethod is characterized by instructorapproaches and reluctance to alteration about the acceptance of new tactics. This refers to the teacher's belief that using information technology in the classroomhas no obvious benefits. Teachers who face change are typically traditional, believing their teaching methods are the most effective for pupils and that the results gained are optimal. They recognize that change is a challenging thing for them. To keep up with the latest innovations, they'll have to update the entire learning administration.

Most teachers under the age of 30 demandedable to establish the animation on slide presentations [29]. Most teachers between the ages of 30 and 45 confessed to being able to handle animation on presentation slides. Teachers above the age of 45 claimed to not be able to organize animation on the slide presentation. Due to the age factor, in which young instructors still need to learn and improve themselves, where older educators have a desire to learn and are resistant to conversion since they believe they cannot and will soon retire.

According to the Respondent's criteria, female teachers require ICT system training, and teachers with a bachelor's degree lack to adopt the system.

Numerous studies have found that when scholars are taught by teachers of the same gender, they are more likely to learn. Many instructors refuse to differentiate between the genders and equality in sex[30],[22], having to in the learning process andpractice. Female instructorsgive more attention to boys ratherthan girls, and female teachers are more tolerant of the boy's faults than female teachers. The teacher lavishes praise on students of the opposing gender. However, this condition does not apply everywhere. In terms of ICT, female teachers are less capable of incorporating it into classroom activities.

According to[21],[31], male teachers are better at installing new apps. Many female teachers are unable to install new software. When compared to male teachers are also better at teaching people how to install new apps. Female teachers, on the other hand, requested assistance in installing new applications more than male teachers. This is because male teachers prefer new challenges, specifically in the field of IT, are better equipped to installed new applications.

V. CONCLUSIONS:

Conclusions

1. Instructorshave believed the schools are even now prepared to use technology.
2. Absence of instructors'readiness to learn.
3. Instructors concluded there are stagnantdrawbacks to using ICT, like equipment supplied with internet access, and electricity in the school, and that there are someinstructors that are unable to utilized ICT, like older instructors.
4. According to the respondent's criterion, female instructors require ICT scheme training, and instructors with first degrees face difficulties in understanding the system.

Suggestions

The following are some of the recommendations drawn from the above study

1. The management of the school should send all the instructors to acquire the necessary information and communication technology skills so that can effectively use ICTequipment and develop human resources. Both teachers and students must include ICT in their learning processes.
2. According to the respondents' criteria, information and communication technology skills focused on Female teachers with a bachelor's degree who has worked for more than 15 years.
3. Schools encourage teachers to be creative in their coaching and learning events.
4. Schools improve their information and communication technology (ICT) infrastructure and amenities to improve learning quality and teacher quality.

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