

**IMPACT OF ICT ENTREPRENEURIAL SKILL ACQUISITION ON SOCIAL VICES AMONG STUDENTS OF NIGER STATE COLLEGE OF EDUCATION, MINNA**

**BY**

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**Abstract**

*The study focused on the Impact of ICT Entrepreneurial Skills Acquisition on Social Vices, Among Students of Niger State College of Education, Minna. A descriptive survey research design was adopted. The Instrument for data collection was researchers developed questionnaire tagged "Entrepreneurial Skills Acquisition and Social Vices Questionnaire (ESASVQ)". The target population of the study is 217 and a simple random technique was employed to arrive at 211 samples from the. The instruments were content and criterion validated by two experts from Economics and English Departments of College of Education, Minna. Test re-test method was used to determine the reliability of the instrument where 0.76 was obtained. The data collected was analyzed using Mean(X) and Standard Deviation (SD) for research questions. The finding of the study revealed that ICT Entrepreneurial Skills acquisition has impact on social vices. Based on the finding, recommendations were made which include government should make it compulsory for all tertiary institutions to establish department of entrepreneurial studies, and the government should assist.*

**Keywords: Entrepreneurship, Skill Acquisition, ICT and Social Vices**

**Introduction**

Information and Communication Technology (ICT) plays a crucial role in shaping the modern world, impacting various sectors such as communication, education, healthcare, business, and governance. It encompasses a wide range of technologies that facilitate the collection, storage, processing, and dissemination of information. ICT includes hardware components like computers and mobile devices, software applications, networks, and the internet. Its integration has transformed the way individuals and organizations operate, bringing about increased efficiency, connectivity, and access to information (International Telecommunication Union, 2021). In the 19th to early 20th century, foundational developments by pioneers like Charles Babbage, Samuel Morse, and Alexander Graham Bell set the stage for automated computation and revolutionized long-distance communication. The subsequent era, from the early to mid-20th century, witnessed the transformative impact of radio and television broadcasting, reshaping global information dissemination. In the 21st century, the integration of the Internet of Things (IoT) and Artificial Intelligence (AI) has become integral to Information and Communication Technology (ICT), connecting devices and leveraging advanced algorithms for automation and decision-making (Lubar, 2007).

The origin of entrepreneurship can be traced back to the 17th century, when the first known trading transaction took place in 17,000 BC. Early human cultures traded commodities and services for one another, including volcanic glass. People with an emphasis on farming and other businesses initially made up the bulk of the population. The expansion of trade led to a diversification of human occupations, including fishing, clothing manufacturing, hunting, and tool making—some of the first commercial ventures in human civilization. Generation after generation of people carried on the entrepreneurial attitude, which encouraged families to specialize and explore new economic opportunities such as carpentry and pottery-making. This chronological progression demonstrates the origins of entrepreneurship as a cornerstone of human society (Ojo, 2019).

Insecurity, as outlined by Halle, Switzer and Winkler (2014), encompasses economic uncertainties, health crises, and the risk of injury or death due to criminal or political violence. Crime is recognized as a significant hindrance to development, while imbalanced or poorly planned development contributes to criminality, posing threats to various aspects of a society, including life security, property, businesses, democracy, governance, rule of law, and human rights. Azih and Nwagwu (2015) attribute insecurity in Nigeria to factors such as high unemployment, poor leadership, moral decay, religious fanaticism, inadequate education, insufficient welfare provisions, lack of patriotism, poverty, the negative impact of foreign culture, and poor parental upbringing. According to Angelica (2017), social vices have widespread implications on individuals and society, negatively affecting mental, physical, academic, and moral aspects. Students, for instance, may divert their attention from academics to these vices, leading to academic underperformance, health issues, emotional trauma, and potential disruptions to their education.

Entrepreneurship is defined by the Council of the European Union (2014) as an individual's ability to turn ideas into action, encompassing creativity, innovation, risk-taking, and project management. It is considered vital for promoting innovation, competitiveness, and economic growth. Mkpa (2014) emphasizes entrepreneurship as the act of identifying, initiating, organizing, and bringing ideas to life, contributing to self-employment, improved quality of life, and national development. However, the relationship between entrepreneurship and education in Nigeria has been complex, with formal education historically emphasizing employment over self-reliance. Quality entrepreneurship education is identified as a tool to combat poverty and unemployment. Insecurity poses a significant threat to business, increasing costs and hindering investment, with social vices exacerbating the issue. Osarenren (2012) highlights the impact of social vices on students, with peer pressure identified as a major cause of youth involvement in deviant behaviours.

In recent times, entrepreneurship programs are being taught in institutions, raising levels of inspiration and intention among students (Oyugi, 2014). People are born with entrepreneurial traits, but these must be developed through skills acquisition and expanding knowledge. The university plays a major role in developing and training students in the entrepreneurial career path. Zhang, Duysters, and Cloudt (2014) state that the teaching environment in universities is most influential for students in their perceptions of entrepreneurial career development, making them more likely to venture into their own businesses. Insecurity, as observed by Coupland (nd), has far-reaching impacts on people's lives and well-being. Government responsibility in guaranteeing security is crucial, providing individuals with the freedom, both physically and mentally, to build their lives without fear of harm. Social vices, particularly peer pressure, significantly affect students' academic activities, influencing them to engage in unwholesome activities (Angelica, 2017)

### **Statement of the Problem**

Entrepreneurship has been identified as the best solution to unemployment, under-employment and poverty among the youths, especially in instances where educated individuals cannot find jobs. It is considered as a key driver of economic growth through increase in manpower contribution to output. The Nigerian economy is highly informal and has low absorption capacity for educated individuals into formal employment. This aggravates unemployment problems especially with huge turnout of educated persons into the labour force. The problem is further worrisome with evidence that most educated graduates in the Nigerian labour force are best suited for white-collar jobs; they do not possess the relevant vocational abilities that enable engagement in entrepreneurship. It is against this background that the statement of the problem is posed thus: Impact of ICT Entrepreneurial Skills Acquisition on social vices, among students of Niger State College of Education, Minna.

### **Objectives of the Study**

The main objective of the study is to determine the: Impact of ICT Entrepreneurial Skills acquisition on Social Vices among Students of Niger State College of Education, Minna. However, the specific objective is to;

1. Determine the impact of Information and Communication Technology (ICT) entrepreneurial skills acquisition on social vices, among students of Niger State College of Education, Minna

**Research Question**

The following research question was raised to guide the study:

1. What is the impact of Information and Communication Technology (ICT) entrepreneurial skills acquisition on social vices among students of Niger State College of Education, Minna?

**Methodology**

The study adopted a descriptive survey research. The population of the study was 547 comprising final year students of Department of Economics for 2021/2022 academic session. Sample of Two hundred and seventeen (217) was drawn from the population based on the research Advisor (2006) using random sampling technique. Researchers ‘designed Questionnaire tagged: Entrepreneurial Skills Acquisition and Social Vices Questionnaire (ESASVQ) was used for as the instrument for data collection. The instrument was in two validated sections, section A sought for demographic data of the respondents which section B comprised of item statements that elicit opinion of respondents to the research questions. The instrument was validated by experts in the department and pilot tested on students of Economics Department of IBB university ,Lapai .Data was analysed using Cronbach alpha and a reliability index of 0.76 was obtained .Two hundred and seventeen (217) questionnaires were administered on the respondents with the help of two research assistants ,two hundred and eleven was retrieved and analysed using mean and standard deviation for the research questions.

**Research Question**

Table 1: Analysis of respondents on the impact of Information and Communication Technology (ICT) entrepreneurial skills acquisition on social vices among students of Niger State College of Education, Minna

S/N	Items	$\bar{x}$	SD
1.	Computer operation entrepreneurial skill acquisition helps in preventing illicit drugs taking among economics students of Niger state college of education, Minna	3.03	1.359
2.	Video coverage entrepreneurial skill acquisition helps in preventing cultism among economics students of Niger state college of education, Minna	3.45	1.212
3.	Photography entrepreneurial skill acquisition assists in reducing examination malpractice among economics students of Niger state college of education, Minna.	3.12	1.455
4.	Web design entrepreneurial skill acquisition helps in reducing thuggery among economics students of Niger state college of education, Minna	3.05	1.487
5.	Electronic equipment repair entrepreneurial skill acquisition helps in curbing gambling among economics students in Niger state college of education, Minna	3.15	1.463
6.	Software installation entrepreneurial skill acquisition helps in preventing hooliganism among economics students, Niger state college of education, Minna	2.85	1.447
7.	Desktop publication entrepreneurial skill acquisition assist in curbing theft among economics students of Niger state college of education, Minna	2.93	1.416

Source: Field Work, 2022

Table 1 displayed the extent to which ICT entrepreneurial skill acquisition helps in preventing social vices among students of Niger State College of Education, Minna. It was discovered that items 1 to 5 have their means rating above the threshold of 3.00 with the least standard deviation of 1.212. This means that significant proportion of the respondents agreed with the assertion that computer operation entrepreneurial skill acquisition helps in preventing illicit drugs taking among economics students, Niger State College of Education, Minna with a mean of 3.03. Video coverage entrepreneurial skill acquisition helps in preventing cultism among economics

students of Niger State College of Education, Minna with a mean score of 3.45. Photography entrepreneurial skill acquisition assists in reducing examination malpractice among economics students of Niger State College of Education, Minna with the mean score of 3.12. They also agree that web design entrepreneurial design skill acquisition helps in reducing thuggery among economics students of Niger State College of Education, Minna with the mean score of 3.05 and electronic equipment repair entrepreneurial skill acquisition helps in curbing gambling among economics students in Niger state college of education, Minna with the mean score of 3.15. Item 6 and 7 have a mean rating below the cut-off point of 3.00 with standard deviation of 1.447 and 1.416, indicating that the respondents disagreed with the assertion that software installation entrepreneurial skill acquisition helps in preventing hooliganism among economics students, Niger state college of education, Minna with the mean score of 2.85 and desktop publication entrepreneurial skill acquisition assists in curbing theft among economics students, Niger State College of Education, Minna with the mean score of 2.93. The study revealed that Information and Communication Technology (ICT) entrepreneurial skills acquisition has impact on social vices, among students of Niger State College of Education, Minna.

### **Discussion of Findings**

The findings of the study revealed that ICT entrepreneurial skills acquisition has significant impact on social vices among students of Department of Economics Niger State College of Education, Minna. The findings of this study corroborate with different scholars and authors discovery. Thus, Nwanaka and Amaehule (2011) opined that possession of skills is important in preventing youths from becoming social misfits; because, these skilled persons become gainfully employed through vocational training and acquisition of skills. They also opined that vocational and technical training helps to arrest some social ills such as armed robbery, stealing and youth restiveness among others which agreed with the findings of this study that acquiring relevant skills helps reduce crime in the society. This concurs with Uju (2020) who posits that skill acquisition programme is seen as a tool for youth's employability in Nigeria, it reduces unemployment rate, curbs crime and other social vices and also increases the rate of investment in the economy. It was found out that the rate of youth unemployment in Nigeria is on the increase yearly, more than fifty thousand youths graduates annually without jobs or without acquiring any vocational skill. For this reason, crime has been on the increase therefore the government made it compulsory that there should be an inclusion of practical entrepreneurial training in all schools' curriculum to eradicate the rate of joblessness. This is in agreement with the research conducted by Gumbari (2011) who declared that skills acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagement of youths.

### **Conclusion**

It is as clear as crystal, high rate of unemployment is one of the major causes of insecurity in Nigeria. Scholars in different fields of endeavours are of the opinion that training in ICT and entrepreneurship as central to self-reliance. The present global economic crisis and the rising waves of unemployment have greatly emphasized the need for ICT entrepreneurial skill acquisition for production of skilled and self-reliant citizens. Nigerian needs functional ICT centres for the production of skill and self-reliant graduates from tertiary institutions.

### **Recommendations**

In the light of the study, the following recommendations were proffered:

1. The Government and private organizations should establish well equipped Information communication and Technology (ICT ) entrepreneurship skill acquisition centers, across all the tertiary institutions in the country, through Public Private Partnership (PPP) arrangements
2. The Government should make it compulsory for all tertiary institutions to establish department of entrepreneurial studies, by providing grants to them.
3. Government should enlighten the general public on the importance of ICT entrepreneurial skill acquisition towards curbing social vices in our society and the country at large.
4. Government should review the current curriculum by introducing an entrepreneurship course targeted at providing skills that would assist in reducing social vices in our societies.

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