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## Information and Communication Technology (ICT) Infusion as Predictors Towards Ensuring Business Education Graduates Entrepreneurial Performance

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### ABSTRACT

*The study examined information and communication technology (ICT) infusion as predictors towards ensuring business education graduates entrepreneurial performance. It was guided by five research questions. A descriptive research design was used. The population of this study comprised Business Education postgraduate students in Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education, Ijagun, Ogun State. A total of 80 Business Education postgraduate students of Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education were selected as sample size using purposive and stratified sampling techniques. Researcher self-developed instrument tagged: ICT and Graduates Entrepreneurial Performance Questionnaire (ICTGEPQ) with 0.84 as reliability coefficient was used for data collection. Research questions 1, 2, 3 and 4 were answered using descriptive statistics of mean and standard deviation. Research question 5 was analyzed using regression analysis. The findings of the study indicated that technological knowledge, social media management skills, data management skills, word processing skills and digital information skills were among information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates. Creativity skills, effective time management skills, strategic planning skills, marketing skills as well as technical skills were among entrepreneurship skills needed for entrepreneurial performance among Business Education graduates. Improved entrepreneurial agility, automation and improved productivity, enhanced resources saving, improved data security and encourages customer better experience were among the benefits of information and communication technology (ICT) skills on business education graduates' entrepreneurial performance. Inadequate resources, poor in structural development in the country, poor nature of marketing strategies adopted, lopsided government poly on enterprises and poor planning were among issues facing entrepreneurial performance among Business Education graduates. Independent variable (ICT) was found to be significant and strongly determine business education graduates' entrepreneurial performance with the p-value less than 0.05 and magnitude of ICT ( $B = 0.374$ ,  $t = 7.522$ ,  $p < .05$ ). This implied that there was positive influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance.*

**Keyword** Count: Information and Communication Technology, Business Education, Graduates, Strategies Entrepreneurial Performance

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## 1. INTRODUCTION

The rate at which graduates including business education graduates are becoming unemployment today called for drastically steps to be taken towards arresting the situations. This also form part of the reasons government and its agencies introduced entrepreneurship education into the curriculum of all tertiary institutions in Nigeria to prepared and equipped students before graduation on the need to become self-reliant or entrepreneur should white-collar job are not coming. It is hope that this will help graduates from jobless and escape the poverty circle. However, venturing into entrepreneurial ventures to certain extent does not guarantee success or sustainability, rather such entrepreneurial ventures must have reported consistent performance.

Entrepreneurial performance refers to the act of performing or execution or accomplishment of work or entrepreneurial success/failure or entrepreneurial outcome. It is the process of adopting new methods, processes, techniques in business or the allied sectors of business, for better output and economic earnings. Thus, individual factors determining entrepreneurial success include entrepreneurial culture, personality traits, knowledge and experience, and growth aspirations. Entrepreneurial experience, managerial skills, and education positively impact performance, especially when accompanied by growth motivation. Also, nowadays, the role played by information and communication technology (ICT) in any form of business is germane towards their level of performance.

Information and Communication Technology (ICT) consists of a broad range of technical tools and services used to develop, archive, interact, disseminate, and handle information (Okafor & Enemuo, 2022). Enhanced exposure and skills to such innovations are changing the country's economies by creativity in the development and distribution of resources and producing new entrepreneurs. This ICT-driven entrepreneurship is the capacity to develop and accelerate an ICT-based market strategy that uses such innovations to manufacture and distribute products and services. The Internet has been described as one of the main generators of entrepreneurship (Jainaba & Kah, 2021). The ability of information and communication technology (ICTs) to change societies and economies has been demonstrated in the literature. The expectation that ICT will play a transformative role is more evident in Nigerian education system.

Entrepreneurship can be defined as a process to turn a company into a venture or to increase and diversify assets or business units with high growth potential (Okafor & Enemuo, 2022). Entrepreneurship is perceived as a topic that dominates the world's education circles from the late twentieth century (Tavakoli 2022). The relationship between ICT entrepreneurship and small business growth has brought about research issues in the creation of entrepreneurship education, this particular, idea of ICT entrepreneurship has drawn a great deal of research attention over a decade. Majority of scholars in the world of business have concluded that the growth of entrepreneurship may lead to small business success through the skills it allows to grow inside the company (Tamil & Bartus, 2019).

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In reality, ensuring the performance of organizations can be seen as the primary aim of small business growth initiatives in entrepreneurial firms most research on the partnership between ICT entrepreneurship growth and small business creation remains far from being thoroughly clarified. Migisha (2021) suggests that ICT is a medium for growth, but that it can only flourish if small technology start-ups expand and generate new employment by creativity, and that technology is not the only problem, but also entrepreneurship.

In today's business world, the adoption and application of Information Communication Technology, ICT is one major factor that increases efficiency in business activities, particularly concerning entrepreneurial activities. The creation and application of a variety of high-tech equipment and digital applications cannot be over-emphasized for increasing productivity and profit margin of entrepreneurial businesses. According to Ataide (2024), business is not just about making a profit but more about business development sustainability, adding that technological advances have a profound effect on the development and sustainability of any business. Considering the high level of business competition in today's business world, businesses must inevitably excel in bringing to the market innovative products and services that respond to the ever-growing societal problems in addition to optimization of customer satisfaction. This is where ICT comes in to enhance business development and sustainability. For example, online trading activities, better known as e-commerce have become a new lifestyle and culture across the global village, a term defining how the whole world is reduced to a single village through the application of ICT.

Another example is the contribution of social media, which includes social networking sites like Facebook, Twitter, and Instagram. These platforms let entrepreneurs reach a wide range of customers by offering a variety of goods and services. An increasing number of individuals are making their primary transactions through tertiary purchases online. This change has important implications for how money is received and paid for. Customers may make safe payments with confidence, thanks to the Internet. Consumers don't need to leave their houses to pay for goods and services with cash. Online trading accounts are sometimes used by buyers and sellers to complete payment transactions. Financial institutions, such as banks, issue licenses that permit the acceptance of consumer e-cheques and online debit and credit card payments (Laudon & Traver, 2021). Online shopping has become increasingly popular due to its convenience and efficiency. The ability to complete transactions from home has driven the growth of e-commerce. According to Turban (2020), secure online payment systems are vital for the success of online businesses.

These systems ensure that consumers can trust the platform with their financial information, reducing the risk of fraud and theft. Molla and Licker (2020) highlight that secure payment options significantly impact consumers' willingness to engage in online shopping. Banks and financial institutions play a pivotal role in this ecosystem by providing the necessary infrastructure for secure transactions. They offer services that enable businesses to accept various forms of online payments, including debit and credit cards and e-cheques. This infrastructure is essential for the smooth functioning of e-commerce, ensuring that transactions are processed quickly and securely (Chaffey & Ellis-Chadwick, 2019).

In an attempt to reach a wider market and as many customers as possible, sales or marketing promotion is required to help the company sector's development. Because individuals can obtain information more quickly through social media, internet promotion efforts through these platforms are more appropriate for the online marketing of products and services given by businesses. Online advertising leverages the Internet to provide consumers with the information they need about products and services. This covers social media, email, and other forms of communication media marketing. Web banners, which may be installed on certain websites in addition to employing online advertising, are one of the various ways to show and put adverts on the internet. Hiring employees is another strategy for developing an entrepreneurial business. Many adopt online labour recruitment, and the emergence of websites that provide job vacancies and the qualifications that prospective employees must possess, help to inform the public about available job vacancies and the qualifications that prospective employees must possess; another strategy is to find people who meet the requirements for any given job by inspecting their online profiles through social networking sites (Tavakoli 2022).

Despite their limited resources, small businesses may save a lot of money by using information and communication technology. An illustration would be business owners who operate online storefronts to sell the products and services they provide. They don't need to rent a shop to carry on with their operation. Rather than paying merchants to rent a store, they can use the money saved by creating many websites or by transferring the expense of renting a store to reserve capital. In addition, ads and displays that are posted on the Internet are more long-lasting than those that are placed in newspapers and other print media. The Internet plays many roles and has influenced Nigeria's entrepreneurship development in many ways. First, it has made it possible for people to communicate with each other in real time and over infinite space. This has helped sellers and buyers build closer relationships in cyberspace and has also helped entrepreneurs understand the basic needs of their customers.

As a result, they can receive input from customers in the form of suggestions for new ideas or positive feedback like praise or complaints. As a result, entrepreneurs are better able to respond to their customers' needs, and customer satisfaction will rise as a result of innovations and improvements in their businesses. Profits rise in tandem with higher customer satisfaction, which will facilitate entrepreneurs' ability to raise finance to build their enterprises. The rise of online shopping has revolutionized how people meet their needs, ranging from primary to tertiary. One significant aspect of this transformation is the handling of payments and the receipt of money.

The Internet via ICT plays a crucial role in providing a secure payment environment for consumers. Customers can make payments for products and services safely from their homes, eliminating the need to carry cash (Laudon & Traver, 2021). Secure online payment systems are essential for the success of e-commerce. These systems ensure that consumers can trust the platform with their financial information, reducing the risk of fraud and theft.

According to Turban (2020), the security of payment systems significantly influences consumers' willingness to engage in online shopping. Banks and financial institutions are integral to this ecosystem by offering the necessary infrastructure for secure transactions. Payment transactions between sellers and buyers are often conducted through online trading accounts. Financial institutions provide licenses that enable businesses to accept various forms of online payments, including debit and credit cards and e-cheques. This infrastructure is crucial for the smooth functioning of e-commerce, ensuring that transactions are processed quickly and securely. The convenience and efficiency of completing transactions from home have driven the growth of e-commerce. Secure online payment options are a vital component, as they enhance consumer trust and facilitate seamless transactions for entrepreneurial performance.

This theory was propounded by Ajzen and Fishbein in 1980 cited by Agwu, Onwuegbuzie and Ezeifeka (2023). The theory of planned behaviour has been in existence for a period of time and it has been criticized by different authors. Williamson (2014) regarded it as a social psychological model which can be used to assist our thinking when considering why people perform particular behaviours. The theory of planned behaviour is based on the theory of reasoned action (TRA), which was proposed by Fishbein and Ajzen in 1975-80 (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). The theory comprises of three noteworthy develops, 1) the behavioural intention that depend on upon 2) subjective standards and 3) attitude.

The more grounded the uplifting attitude toward behaviour are and the more grounded the social standards toward behaviour are, the more grounded the behavioural intention is. On the off chance that the intention is high, the individual is liable to perform the predetermined behaviour. Behavioural intention (BI) measures the quality of the intention to execute a predetermined behaviour. Subjective standards (SN) depict the weight from peers or friends to conform to particular standards. In the event that, for instance, entrepreneurship is seen as unreasonably risky by peers and friends, then the individual is more hostile to perform entrepreneurial behaviour. Attitude (A) include of assumptions about the results of performing a predetermined behaviour.

The TRA can be unravelled in a scientific formula:  $BI = SN + A$ . The TRA was developed further and in 1991 Ajzen recommended the theory of planned behavior (Ajzen, 1991). One main development was the addition of a third attitudinal determinant of behavioural intention, perceived behavioural control. The theory accepts that specific actions are preceded by a conscious intention to act in a defined way. Furthermore, intentions are dependent on attitudes that are affected by past life experiences, personal features and perceptions drawn from those experiences (Ajzen, 1991). The theory of planned behaviour is made up of three attitudinal antecedents of intentions: Disposition toward behaviour is proportionate to the state of mind idea in the TRA and alludes to the extent to which a man considers performing certain conduct. It speaks to the level of attractive quality and incorporates desire of results coming about because of this behaviour.



The implication of this theory to the current study is that most graduates gets entrepreneurial intention, on leaving the university settings but end up not pursuing their entrepreneurial dreams because of the lack of solid entrepreneurial intentions, that where the theory of planned behaviour comes into play, that what Ajzen, was trying to pass across in his theory; where he says intentions are dependent on attitudes that are affected by previous life experiences, personal features and perceptions drawn from those experiences.

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

The rate at which entrepreneurial ventures or small and medium scale enterprises are collapsing in Nigeria economy today are discouraging many graduates from venturing into anyone businesses. The rudiments of entrepreneurial performance seem to be missing in Nigeria economy as power sector in the country is not really supporting the growth and development of industrial sector, likewise, government both federal and state are not supporting entrepreneurial performance as many of them issues different taxes system which among the factors eroding the enterprises.

However, personal observation by the researchers was that the needed infrastructural development needed for rapid entrepreneurial performance seems not adequate. The issues of insecurity most especially are not in support to entrepreneurial performance and even act as scare away factors for the university graduates for venturing into business. Thus, this study is an attempt to examine information and communication technology (ICT) infusion as predictors towards ensuring business education graduates entrepreneurial performance.

### **1.2 Objectives of the Study**

The main objective of the study was to examine information and communication technology (ICT) infusion as predictors towards ensuring business education graduates entrepreneurial performance. Specifically, the study sought to:

- a) identify information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates;
- b) ascertain entrepreneurship skills needed for entrepreneurial performance among Business Education graduates;
- c) find out the benefits of information and communication technology (ICT) skills on business education graduates entrepreneurial performance;
- d) enumerate the issues facing entrepreneurial performance among Business Education graduates;
- e) determine the influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance.

### **1.3 Research Questions**

The following research questions guided this study:

- a) What are the information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates?
- b) What are the entrepreneurship skills needed for entrepreneurial performance among Business Education graduates?

- c) Are there any benefits of information and communication technology (ICT) skills on business education graduates entrepreneurial performance?
- d) Are there any issues facing entrepreneurial performance among Business Education graduates?
- e) What is the influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance?

## 2. METHODOLOGY

A descriptive research design was used to generate data for this study. This design was considered appropriate to enable the researcher to investigate thoroughly the existing phenomena without any manipulation or bias based on individual respondents' views, opinions and samples on the subject matter. The population of this study comprised Business Education postgraduate students in Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education, Ijagun, Ogun State. A total of 80 Business Education postgraduate students of Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education were selected as sample size of the study. Purposive and stratified sampling techniques were used for selecting the sample size. The study used researcher self-developed instrument tagged: ICT and Graduates Entrepreneurial

Performance Questionnaire (ICTGEPQ). ICTGEPQ was a self-structured instrument geared towards eliciting information from the respondents regarding information and communication technology (ICT) skills needed for entrepreneurial performance; entrepreneurship skills needed for entrepreneurial performance; benefits of information and communication technology (ICT) skills on business education graduates' entrepreneurial performance and the issues facing entrepreneurial performance among Business Education graduates as well as influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance. The questionnaire requested responses on a four (4) – point scale format which was a modification of 5-point Likert scale. To ensure the content validity of the instrument (ICTGEPQ), copy of the instrument were made available to the experts in the field to review in content, grammar and structure.

The final draft was used to gather relevant data for study. Reliability of the instrument was done using the Cronbach alpha. In this case, copies of the instrument (ICTGEPQ) were administered on 15 Business Education post graduates in Rivers state, that are parallel to the sampled population. The collected data were analyzed using Cronbach Alpha and reliability coefficient 0.84 was reported. Primary method of data collection was used. Researcher self-structure questionnaire was used for collecting data from the respondents. Researchers involved in distributing the questionnaire to the respondents and ensure that the instruments retrieve back immediately after the administration by the respondents. Research questions 1, 2, 3 and 4 were answered using descriptive statistics of mean and standard deviation. Research question 5 was analyzed using regression analysis. Any mean item greater than 2.50 or equal regarded as agreed and vice-versa. If the  $P_{value}$  is less than the alpha significance of .05, the research question is positive.

## 2. RESULTS AND DISCUSSION

### Presentation of the Results

**Research Question 1:** What are the information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates?

**Table 1: Descriptive statistics on the information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates**

| Items                          | Mean | Standard Deviation |
|--------------------------------|------|--------------------|
| Technological knowledge        | 2.67 | .899               |
| Social media management skills | 2.98 | .839               |
| Data management skills         | 2.61 | .904               |
| Word Processing skills         | 2.88 | .958               |
| Digital information skills     | 2.95 | .905               |
| Cluster Mean                   | 2.82 |                    |

Source: Field Survey, 2025

Table 1 revealed that cluster mean was 2.82 and bench mark mean value was reported as 2.50. Since,  $2.82 > 2.50$ , the implications of this was that technological knowledge, social media management skills, data management skills, word processing skills and digital information skills were among information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates.

**Research Question 2:** What are the entrepreneurship skills needed for entrepreneurial performance among Business Education graduates?

**Table 2: Descriptive statistics on the entrepreneurship skills needed for entrepreneurial performance among Business Education graduates**

| Items                            | Mean | Standard Deviation |
|----------------------------------|------|--------------------|
| Creativity skills                | 2.93 | .934               |
| Effective time management skills | 3.04 | .911               |
| Strategic planning skills        | 2.81 | .883               |
| Marketing skills                 | 2.76 | .901               |
| Technical skills                 | 2.55 | .991               |
| Cluster Mean                     | 2.83 |                    |

Source: Field Survey, 2025

Table 2 indicated that cluster mean was 2.83 and bench mark mean value was reported as 2.50. Since,  $2.83 > 2.50$ , this further implied that creativity skills, effective time management skills, strategic planning skills, marketing skills as well as technical skills were among entrepreneurship skills needed for entrepreneurial performance among Business Education graduates.



**Research Question 3:** Are there any benefits of information and communication technology (ICT) skills on business education graduates entrepreneurial performance?

**Table 3: Descriptive statistics on the benefits of information and communication technology (ICT) skills on business education graduates' entrepreneurial performance**

| Items                                  | Mean | Standard Deviation |
|----------------------------------------|------|--------------------|
| Improved entrepreneurial agility.      | 3.18 | .775               |
| Automation and improved productivity.  | 3.22 | .801               |
| Enhanced resources saving.             | 3.14 | .715               |
| Improved data security.                | 3.12 | .789               |
| Encourages customer better experience. | 2.99 | .927               |
| Cluster Mean                           | 3.13 |                    |

Source: Field Survey, 2025

Table 3 showed that cluster mean was 3.13 and bench mark mean value was reported as 2.50. Since,  $3.13 > 2.50$ , this implied improved entrepreneurial agility, automation and improved productivity, enhanced resources saving, improved data security and encourages customer better experience were among the benefits of information and communication technology (ICT) skills on business education graduates' entrepreneurial performance.

**Research Question 4:** Are there any issues facing entrepreneurial performance among Business Education graduates?

**Table 4: Descriptive statistics on the issues facing entrepreneurial performance among Business Education graduates**

| Items                                          | Mean | Standard Deviation |
|------------------------------------------------|------|--------------------|
| Inadequate resources.                          | 3.34 | .799               |
| Poor in structural development in the country. | 3.19 | .811               |
| Poor nature of marketing strategies adopted    | 3.28 | .777               |
| Lopsided government poly on enterprises        | 3.22 | .722               |
| Poor planning                                  | 3.11 | .862               |
| Cluster Mean                                   | 3.23 |                    |

Source: Field Survey, 2025

Table 4 showed that cluster mean was 3.23 and bench mark mean value was reported as 2.50. Since,  $3.23 > 2.50$ , this implied inadequate resources, poor in structural development in the country, poor nature of marketing strategies adopted, lopsided government poly on enterprises and poor planning were among issues facing entrepreneurial performance among Business Education graduates.

**Research Question 5:** What is the influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance?

**Table 5: Influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance**

| Model        | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
|              | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant) | 40.875                      | 4.793      |                           | 8.528 | .000 |
| ICT          | .516                        | .069       | .374                      | 7.522 | .008 |

a. Dependent Variable: Business education graduates' entrepreneurial performance

Table 5 showed that independent variable (ICT) was found to be significant and strongly determine business education graduates' entrepreneurial performance with the p-value less than 0.05 and magnitude of ICT (B = 0.374, t = 7.522, p < .05). This implied that there was positive influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance.

### 3. DISCUSSION OF FINDINGS

The findings of the study revealed that technological knowledge, social media management skills, data management skills, word processing skills and digital information skills were among information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates. These findings were in agreement with Wogboroma and Wogboroma (2022) findings of the study revealed that business education postgraduate students acquired moderate level of entrepreneurial ICT skills for self-sustainability. The findings of the study also revealed that the postgraduate business education students in Rivers State University and Ignatius Ajuru University of Education did not differ significantly regarding the level of acquisition of entrepreneurial ICT skills for self-sustainability.

Akinrinlola, Ogunniyi and Oladele (2023) findings revealed that information technology has a positive influence on entrepreneurship creation and the result of the findings further buttress the significant relationship between technology and entrepreneurship activities in Nigeria. The findings further indicated that creativity skills, effective time management skills, strategic planning skills, marketing skills as well as technical skills were among entrepreneurship skills needed for entrepreneurial performance among Business Education graduates. These findings corroborate with Okoye (2017) revealed that communication, technology, managerial, organization and ICT skills were required by business education graduates for effective entrepreneurship practice.

The findings of the study revealed that improved entrepreneurial agility, automation and improved productivity, enhanced resources saving, improved data security and encourages customer better experience were among the benefits of information and communication technology (ICT) skills on business education graduates' entrepreneurial performance. These findings were in consonant with Okubotimibi (2024) investigated the impact of information and communication technology (ICT), business education, and national development and revealed that ICT has a significant impact on business education students' skills. The study further reveals a significant relationship between ICT and national development. Anireh, Anireh and Elo (2020) findings revealed that ICT skill compliant are important skill-set needed for on-line Businesses and Entrepreneurship Development and most Business Education Students in Rivers State are lacking in these skill-sets.

The findings of the study indicated that inadequate resources, poor in structural development in the country, poor nature of marketing strategies adopted, lopsided government poly on enterprises and poor planning were among issues facing entrepreneurial performance among Business Education graduates. These findings correlate with Ukommi and Okeagu (2017) listed challenges facing entrepreneurship practices to include poor education or illiteracy, inadequate access to factors of production, insufficient capital, poor motivation, lack of credit facilities, inadequate entrepreneurial training, constrained access to local and international markets, and inadequate infrastructural facilities including access road and electricity.

Finally, the findings of the study showed that independent variable (ICT) was found to be significant and strongly determine business education graduates' entrepreneurial performance with the p-value less than 0.05 and magnitude of ICT ( $B = 0.374$ ,  $t = 7.522$ ,  $p < .05$ ). This implied that there was positive influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance. These findings were in agreed with Okogi and Igberaharha (2023) examined Information and Communication Technology and its influence on Business Education students' performance among Delta State tertiary institutions.

This revealed amongst others that ICT facilities are available and at the disposal of Business Education students in Delta State tertiary institutions; that ICT facilities are being utilized by Business Education students in Delta State tertiary institutions; there is a significant correlation between the availability of ICT to Business Education student and its influence on their performance in Delta State tertiary institutions. The study concluded that if ICT is well embraced and sustained across all four Delta State public tertiary institutions sampled for this investigation, it will bring about better learning and enhanced performance; which by extension will facilitate the production of quality Business Education graduates who can be successful in the world of work.

#### 4. CONCLUSION

The study examined information and communication technology (ICT) infusion as predictors towards ensuring business education graduates entrepreneurial performance; the following conclusions were drawn based on the findings of the study that the findings of the study that technological knowledge, social media management skills, data management skills, word processing skills and digital information skills were among information and communication technology (ICT) skills needed for entrepreneurial performance among Business Education graduates. Creativity skills, effective time management skills, strategic planning skills, marketing skills as well as technical skills were among entrepreneurship skills needed for entrepreneurial performance among Business Education graduates. Improved entrepreneurial agility, automation and improved productivity, enhanced resources saving, improved data security and encourages customer better experience were among the benefits of information and communication technology (ICT) skills on business education graduates' entrepreneurial performance.

Inadequate resources, poor in structural development in the country, poor nature of marketing strategies adopted, lopsided government poly on enterprises and poor planning were among issues facing entrepreneurial performance among Business Education graduates. Independent variable (ICT) was found to be significant and strongly determine business education graduates' entrepreneurial performance with the p-value less than 0.05 and magnitude of ICT ( $B = 0.374$ ,  $t = 7.522$ ,  $p < .05$ ). This implied that there was positive influence of information and communication technology (ICT) on business education graduates' entrepreneurial performance.

#### 5. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are provided:

- a) The study recommends the inclusion of ICT in business education in higher institutions across Nigeria.
- b) The study recommended amongst others that government should consistently make available information and communication technologies in tertiary institutions and revamp on a regular basis, the already existing ICT infrastructures, as this will help in the consistent use of the facilities for teaching and learning.
- c) Entrepreneurship centres in universities or any other tertiary institutions in Nigeria must be equipped and utilized to assist these institutions to bridge the gap created by the theoretical nature of entrepreneurial programmes in institutions.
- d) Administrators of institutions should provide quality time in the school time tables for teaching the practical aspects of entrepreneurship education for mastery learning and sustainable accounting skills acquisition.
- e) Furthermore, there should be continuous training and retraining programme for business educators so as to update their knowledge and skills on the use of entrepreneurship skills in teaching entrepreneurship education.

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