Integrating ICT in Language Education for Enhanced Entrepreneurial Development among University Undergraduates in Kwara State

Abdulkareem Farooq ISHOLA
Department of Arts Education,
University of Abuja, Abuja, Nigeria
ishola.farooq@uniabuja.edu.ng

Stephen Billy OLAJIDE
Department of Arts Education,
University of Ilorin, Ilorin, Nigeria
billyolajide@unilorin.edu.ng

Comfort Chisara EMMANUEL
Chapel Secondary School, Tanke, Ilorin
chisarac@yahoo.com

Ayoola Lateefat ABDULKAREEM
Department of English,
Kwara State College of Education, Ilorin
lateefatabdulkareem49@gmail.com

Abstract

Nigeria currently wrestles with high level of unemployment, requiring that education be likened with entrepreneurship. This study advocates the proper integration of Information and Communication Technology (ICT) into language education for greater entrepreneurial development. The research investigates how ICT integration into language education could lead to better entrepreneurial skills, mindset and aspirations. It could make citizen more innovative and aggressive in creating and sustain the desired competitive economic. The study is a descriptive survey involving a purposive sampled of 268 respondents within Ilorin metropolis, Kwara State Nigeria. A researchers-designed instrument, which reliability was determined by the use of the test-retest method, leading to a reliability index of 0.78 after the use of PPMC, was used for data collection. The lone research question was answer using the mean, and standard deviation, while the two hypotheses were subjected to the t-test analysis at 0.05 alpha level. Findings reveal that integrating ICT into language education enhanced entrepreneurial skill. Based on the findings the researchers identified key areas that ICT may be integrated in language education, including curriculum development, literacies texting materials development, literary appreciations and research.

Keywords: Integration, ICT, Language Education, Entrepreneurial Development.

Introduction

The integration of Information and Communication Technology (ICT) in education has become a global tool for transforming traditional pedagogical approaches and reshaping the landscape of learning across various disciplines. The integration is particularly crucial in Nigeria,

where the need to foster entrepreneurial development has become more pressing than ever. Nigeria, as Africa's largest economy, faces significant challenges in terms of unemployment and underemployment, particularly among its youth population. Language proficiency plays a crucial role in entrepreneurial success, especially in an increasingly globalised business environment. The integration of ICT in language education presents a unique opportunity to enhance these critical skills while concurrently developing digital literacy and entrepreneurial mindsets among Nigerian youths.

In the context of language education, the adoption of ICT has gained significant attention, offering innovative methods to enhance language acquisition, improve communication skills, and prepare students for the demands of an increasingly digital and entrepreneurial workplace (Onyema, 2020). The National Bureau of Statistics (2023) reports that the unemployment rate among young Nigerians aged 15 to 34 stood at 42.5% in the fourth quarter of 2022, highlighting the urgent need for innovative approaches to job creation and economic empowerment. In this context, entrepreneurship has been identified as a key driver of economic growth and job creation, with the potential to harness the creativity and energy of Nigeria's large youth population (Ikebuaku, 2021).

Okonkwo, Idika and Kalu (2024) stress that effective communication skills, both in local and foreign languages are essential for entrepreneurs to negotiate deals, market their products or services and engage with a diverse customer base. The Nigerian government has recognised the importance of both ICT and entrepreneurship in national development. The National Policy on Education, revised in 2020, emphasises the need for technology-enhanced learning and the promotion of entrepreneurship education at all levels (Olanrewaju & Afolabi, 2022). However, the implementation of these policies has been uneven, with significant disparities in access to ICT resources and quality entrepreneurship education across different regions and socio-economic groups (Manyo, Njobili, Chike, Ephraim, Okpunor & Oboko, 2024). The integration of ICT in language education for entrepreneurial development aligns with the broader goals of Nigeria's Economic Recovery and Growth Plan (ERGP), which aims to diversify the economy and promote sustainable, inclusive growth (Anam, Ijim, Ironbar, Otu, Duke, & Achuk Eba, 2024).

By equipping students with advanced language skills and digital competencies, educational institutions can contribute to creating a workforce that is better prepared to start and grow businesses in the digital age. Recent studies have shown the potential of ICT-integrated language

education in fostering entrepreneurial skills. Imhonopi, Urim, Onwumah, and Kasumu, 2017) find that students who participated in ICT-enhanced English language courses demonstrated high level of creativity, problem-solving abilities, and digital marketing skills compared to those in traditional language programmes. These skills are crucial for successful entrepreneurship in the 21st century. Moreover, the integration of ICT in language education can provide students with access to global entrepreneurial networks and resources as this would enhance learners' performance due to technological integration in language learning.

Online platforms, social media, and digital collaboration tools enable language learners to connect with entrepreneurs and mentors from around the world, expanding their horizons and exposing them to diverse business ideas and practices (Joseph, Oghenebrorhie, & Aghogho, (2022). This global exposure is particularly valuable in nurturing an entrepreneurial mindset and encouraging innovative thinking among Nigerian students. Igbinoba, Salawu, Oluwole-Moses, Owolabi and Ogunrinbokun, (2023) observe that COVID-19 pandemic has further accelerated the need for ICT integration in education, including language learning. The sudden shift to remote learning during the pandemic highlighted both the potential and the challenges of digital education in Nigeria. While many institutions struggled with the transition, those that had already invested in ICT infrastructure and digital learning platforms were better equipped to continue providing quality education, including language instruction, during the crisis.

However, the successful integration of ICT in language education for entrepreneurial development faces several challenges in the Nigerian context. Infrastructure deficits, including limited access to reliable internet connectivity and inadequate ICT facilities in many educational institutions, pose significant hurdles to widespread implementation (Adesola & Omoniyi, 2022). Additionally, there is a need for comprehensive teacher training programmes to ensure that educators are equipped with the necessary skills to effectively incorporate ICT into their language teaching practices while fostering entrepreneurial skills. Despite these challenges, several initiatives and case studies have demonstrated the positive impact of ICT integration in language education on entrepreneurial development in Nigeria.

For instance, Dhanapala (2023) finds that students who participated in an ICT-enhanced English for Business programme were more likely to start their own businesses or pursue entrepreneurial careers after graduation than those in traditional language programmes. In addition, collaborations between educational institutions, tech companies and local entrepreneurs have

emerged as a promising approach to bridge the gap between academic training and real-world entrepreneurship (Prokopenko, Jarvis, Bielialov, Omelyanenko & Malheiro, 2024). By involving successful entrepreneurs in the design and implementation of ICT-integrated language curricula, tertiary institutions can ensure that their programmes align more closely with the practical needs of aspiring business owners (Oyedele, Adefila, Salami, Owojaiye & Oyedele, 2024).

The integration of ICT in language education also opens up opportunities for innovative teaching methodologies that can enhance entrepreneurial skills. Virtual reality simulations, for example, can provide immersive language learning experiences that simulate real-world business scenarios, allowing students to practice their communication skills in entrepreneurial contexts (Akande, 2022). Similarly, AI-powered language learning apps can offer personalised instruction and feedback, helping students develop the linguistic competence needed for effective business communication. The integration of ICT in language education represents a promising approach to fostering greater entrepreneurial development in Nigeria. Students irrespective of their gender and digital based courses should be exposed to ICT for them to contribute meaningfully to national development and become job creators rather than job seekers. Students' gender and digital based courses are important in this study for proper integration of ICT in language education for enhanced entrepreneurial development.

Combining advanced language skills with digital literacy and entrepreneurial mindset development needs of the Nigerian economy will prepares students for the challenges of starting and growing businesses in a globalised digital environment. While challenges remain in terms of infrastructure, implementation and equity of access, and the potential benefits of this integration are substantial and far-reaching. As Nigeria strives to position itself as a hub of innovation and entrepreneurship in Africa, the continued development and refinement of ICT-integrated language education programmes will play a crucial role in shaping a new generation of linguistically competent, technologically knowledge and entrepreneurially minded citizens.

Statement of the Problem

The integration of (ICT) in language education has become increasingly crucial for enhancing graduate employability in Nigeria. However, despite the recognised importance of this integration, there remains a significant gap between the theoretical acknowledgment of its benefits and the practical implementation in Nigerian higher education institutions. This disconnect has resulted in a persistent mismatch between the skills acquired by language graduates and the

demands of the contemporary job market, contributing to high unemployment rates among Nigerian graduates (Akeredolu-Adebisi, 2022). The lack of comprehensive ICT integration in language curriculum has left many graduates ill-equipped to navigate the digital landscape of modern workplaces, hindering their employability prospects in an increasingly technology-driven economy.

Additionally, the existing approaches to language education in many Nigerian universities continue to rely heavily on traditional teaching methods, often neglecting the integration of ICT tools and platforms that could enhance language acquisition and digital literacy. This adherence to conventional pedagogies fails to adequately prepare students for the technological realities of the global job market, where proficiency in both language and digital skills is increasingly demanded by employers (Olafare, Ibironke, Oladipo & Olumorin, 2020). The resulting skill gap not only affects individual graduates' career prospects but also influences Nigeria's overall economic competitiveness and ability to participate effectively in the global knowledge economy. Furthermore, there is a notable lack of empirical research examining the long-term impact of ICT integration in language education on graduate employability in Nigeria.

More genuinely, while studies have been conducted on ICT use in education, there are insufficient data specifically addressing how ICT-enhanced language programmes affect graduates' success in securing employment and advancing in their careers (Nwosu et al., 2023). This knowledge gap hinders the development of evidence-based policies and strategies for effectively integrating ICT in language education curriculum to boost graduate entrepreneurial development. Consequently, there is an urgent need for comprehensive research to inform policy-making and curriculum development, ensuring that language education programmes in Nigeria are aligned with the evolving demands of job market and effectively leverage ICT to enhance graduate entrepreneurial development.

Research Questions

1. To what extent does the integration of ICT in language education programmes influence graduates' entrepreneurial development in Nigeria?
2. Does gender have influence on ICT integration in language education on graduates' entrepreneurial development in Nigeria?

3. Do digital based courses have influence on ICT integration in language education on graduates' entrepreneurial development in Nigeria?

Research Hypotheses

Ho_1: There is no significant influence of ICT entrepreneurial development on the male and female university graduates in Kwara State.

Ho_2: There is no significant influence of ICT entrepreneurial development on digital and non-digital based courses among university graduates in Kwara State.

Methodology

The study adopted a descriptive survey research design. This design allows for a comprehensive understanding of the complex integration between ICT and language education for greater entrepreneurial development, and graduate employability. The population for this study comprised all the Nigerian university graduates. Purposive sampling technique was used to select 268 university graduates in Kwara State, Nigeria. These are graduates of different universities from different part of the country but reside in Kwara State. Snowballing (accidental) sampling technique was used for data collection. A researchers-designed instrument was used to collect data from the respondents.

The instrument was a 15 questionnaire items on "Integrating ICT in Language Education for greater entrepreneurial development" using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The reliability of the instrument was determined by the use of the test-retest method outside the study sample, leading to a reliability index of 0.78 after the use of PPMC. Data collected were analysed using both descriptive and inferential statistics. Specifically, the percentage was used to describe the demographic data of respondents. The lone research question was answer using the mean, and standard deviation, while the two hypotheses were subjected to the independent sample t-test statistical technique at 0.05 Alpha level.

Results

Data gathered for this study were analysed using both descriptive and inferential statistics. The demographic data of respondents were described using the percentage and the output is presented in Table 1.

Table 1: Distribution of Respondents by Gender

Gender	**Frequency**	**Percentage (%)**
Male	127	47.4
Female	141	52.6
Total	**268**	**100.0**
Course of Study	**Frequency**	**Percentage (%)**
Digital Based Courses	112	41.8
Non-Digital Based Courses	156	58.2
Total	**268**	**100.0**

Table 1 shows that out of 268 respondents sampled, 127 (47.4%) were male graduates, while the rest 141 (52.6%) were female graduates. This means female respondents were more than their male counterparts. At the same time, 112 (41.8%) were respondents who studies ICT related courses in the university, while 156 (58.2%) were those studied non-ICT related courses in the universities. This implies that non-digital graduates were more than digital graduates.

Answering the Research Question

Responses of the respondents to the items in the questionnaire that addressed "Integrating ICT in language education for greater entrepreneurial development" were collated and subjected to mean and standard deviation analyses. Given that responses on each item were the four Likert scale type of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) which indicate 4+3+2+1=10 ÷ 4 = **2.5.** Hence, any item with mean score above 2.5 is considered high and acceptable, while mean score on any item below 2.5 is considered low and unacceptable. The output is reported in Table 2.

Research Question 1: To what extent does the integration of ICT in language education programmes influence graduates' entrepreneurial development in Nigeria?

Table 2: Mean Analysis on Integrating ICT in Language Education for Greater Entrepreneurial Development

S/N	**Integrating ICT in Language Education for Greater Entrepreneurial Development**	**Mean**	**SD**	**Remark**
1.	ICT integration in language education has significantly improved my language skills.	3.16	.92	Agree
2.	The use of digital tools in language classes has enhanced my employability prospects.	3.38	.87	Agree
3.	My university's language programme effectively incorporates ICT in its curriculum.	3.08	.99	Agree
4.	I feel confident using ICT tools for language learning and communication in professional settings.	3.24	.97	Agree

5.	The ICT skills I leant my language education are relevant to current job market demands.	3.08	.88	Agree
6.	My language teachers are proficient in using ICT tools for teaching.	3.03	.96	Agree
7.	Access to ICT resources for language learning at my university was adequate.	3.06	.82	Agree
8.	ICT integration in language classes has made learning more engaging and interactive.	3.10	1.11	Agree
9.	The ICT tools used in my language education are up-to-date with industry standards.	3.42	.80	Agree
10.	I believe that ICT integration in language education should be a priority for universities in Nigeria.	3.22	1.15	Agree
11.	My language education has prepared me to use ICT effectively for cross-cultural communication in the workplace.	3.03	.98	Agree
12.	The ICT skills I learned in my language programme have given me an advantage in job interviews.	3.06	.76	Agree
13.	My university provides sufficient training on how to use ICT tools for language learning and professional development.	3.32	.89	Agree
14.	The integration of ICT in language education has improved my ability to learn independently.	3.03	1.41	Agree
15.	I feel that the balance between traditional language teaching methods and ICT integration is appropriate in the university.	3.12	.99	Agree

Data presented on Table 2 shows that the mean rating of items 1-15 are 3.16, 3.38, 3.08, 3.24, 3.08, 3.03, 3.06, 3.10, 3.42, 3.22, 3.03, 3.06, 3.32, 3.03 and 3.12. This means that all the respondents agree that the integration of ICT in language education programmes greatly influences graduates' entrepreneurial development above the cut-off point of 2.50. Thus, this implies that integrating ICT into language education greatly enhanced entrepreneurial skill.

Research Hypotheses

Two research hypotheses were formulated for this study. The two hypotheses were tested using the independent t-test statistical technique at 0.05 alpha level.

Hypothesis One: *There is no significant influence of ICT entrepreneurial development on the male and female university graduates in Kwara State.*

Table 3: t-test Analysis Showing Difference in the Male and Female Graduates Influence on ICT Integration in Language Education for Greater Entrepreneurial Development

Variables	N	Mean	Std. D	df	t-value	Sig.	Decision
Male	127	66.62	5.86				
				266	**0.32**	**0.75**	**NS**

Female	141	66.86	6.21

*Significance@0.05

From Table 3, it can be deduced that there is no significant difference in the male and female graduates influence on ICT integration in language education for greater entrepreneurial development. This is reflected in the result: df (266) t= 0.32, p > 0.05. Since the calculated sig. (0.75) is greater than 0.05, the hypothesis is retained. Thus, this implies that there is no significant difference in the male and female graduates influence on ICT integration in language education for greater entrepreneurial development.

Hypothesis Two: *There is no significant influence of ICT entrepreneurial development on digital and non-digital based courses among university graduates in Kwara State.*

Table 4: t-test Analysis Showing Difference in the Digital Based Courses and Non-digital Based Courses Graduates Influence on ICT Integration in Language Education for Greater Entrepreneurial Development

Variables	N	Mean	Std. D	df	t-value	Sig.	Decision
Digital Based Courses	112	68.19	6.69				
				266	**1.13**	**0.26**	**NS**
Non-Digital Base	156	74.67	9.03				

*Significance@0.05

Table 4 shows that there is no significant difference in the digital based courses and non-digital based courses influence on ICT integration in language education for graduates' entrepreneurial development. The result indicates that df (266) t = 1.13, p > 0.05. Since the calculated sig. (0.26) is greater than 0.05, the hypothesis is hereby retained. Thus, this implies that there is no significant difference in the digital based courses and non-digital based courses influence on ICT integration in language education for graduates' entrepreneurial development.

Discussion of Findings

The first finding from this study revealed that integrating ICT into language education greatly enhanced entrepreneurial skill. This finding is in consonance with Onyema et al. (2020) who discover that the adoption of ICT, in the context of language education, has gained significant attention, offering innovative methods to enhance language acquisition, improve communication skills, and prepare students for the demands of an increasingly digital and entrepreneurial workplace. Another finding revealed that there was no significant difference in the male and

female graduates influence on ICT integration in language education for greater entrepreneurial development.

The aforementioned finding supports the outcome of Manyo et al. (2024) whose study revealed that students who participated in an ICT-enhanced irrespective of their gender in English for Business programme were more likely to start their own businesses or pursue entrepreneurial careers after graduation than those in traditional language programmes. The last finding indicated that there was no significant difference in the digital based courses and non-digital based courses influence on ICT integration in language education for graduates' entrepreneurial development. This finding disagrees with Imhonopi et al. (2017) whose study found that students who participated in ICT-enhanced English language courses demonstrated high level of creativity, problem-solving abilities and digital marketing skills compared to those in traditional language programmes.

Conclusion

Based on the findings of this study, it was concluded that integrating ICT into language education greatly enhanced entrepreneurial skills of graduates in Nigeria thereby increases their chances of becoming job creator in the society. It was also concluded that there was no significant difference in gender and digital based courses and non-digital based courses influence on ICT integration in language education for graduates' entrepreneurial development. That is, irrespective of gender and course of study, there is no statistically significance influence of ICT integration in language education for graduates' entrepreneurial development.

Recommendations

Based on the findings and conclusion in this study, it was recommended among other that:

1. ICT should be integrated into language education, including curriculum development, reading materials development, literary appreciations and research.
2. Head of institutions should provide a comprehensive teacher training programmes for language educators to ensure they are well-equipped with the necessary skills to effectively incorporate ICT into their language teaching practices while fostering entrepreneurial skills.

3. Online platforms, social media and digital teamwork tools should be provided by the government to enable language learners connect with entrepreneurs from around the world in order to expanding their horizons and exposing them to diverse business ideas and practices.

References

Adesola, A. A. & Omoniyi J. E. (2021). Information and communication technology, board attributes and corporate performance. *International Journal of Management*, *9*(1), 1-25.

Akande, R. A. (2022). *Perceived influence of social media on teaching and learning of business education courses in tertiary institutions (Unpublished Master's Dissertation).* Kwara State University, Malete, Nigeria.

Akeredolu-Adebisi, G. (2024). Entrepreneurial skills and unemployment reduction among youth in Nigeria. *EPRA International Journal of Economics, Business and Management Studies (EBMS)*, *11*(6), 19-30.

Anam, B. E., Ijim, U. A., Ironbar, V. E., Otu, A. P., Duke, O. O., & Achuk Eba, M. B. (2024). Economic recovery and growth plan, economic sustainability plan and national development plan (2021-2025): The Nigerian experience under President Muhammadu Buhari. *Cogent Social Sciences*, *10*(1), 2289600.

Dhanapala, R. M. (2023). Application of ICT in the ESL teaching of the higher education sector: A systematic literature review, *Samodhana Journal*, 12(1), 19 – 35.

Igbinoba, M. O., Salawu, M. A., Oluwole-Moses, O. M., Owolabi, J. I., & Ogunrinbokun, B. E. (2023). Re-engineering teaching and learning of accounting and word processing through ICT and collaborative learning approach: Implications on learning outcome. *International Journal of Educational Research*, *12*(1), 12-21.

Ikebuaku, K. (2021). *Youth agricultural entrepreneurship as a vehicle for employment creation in Nigeria: A capability approach. (Unpublished PhD Thesis*). Faculty of Economic and Social Sciences University of the Western Cape.

Imhonopi, D., Urim, U. M., Onwumah, A., & Kasumu, T. O. (2017). An appraisal of information and communication technologies as new media tools for language teaching and learning in tertiary institutions in Nigeria. *IFE PsychologIA: An International Journal*, *25*(1), 185-209.

Joseph, O., Oghenebrorhie, A. A., & Aghogho, D. H. (2022). E-learning in vocational business education during Covid-19 Pandemic in Nigeria: Challenges, benefits and way forward. *Journal of Vocational Education Studies*, *5*(1), 103-118.

Manyo, T. S., Njobili, E. M., Chike, E. C., Ephraim, E. I., Okpunor, L., & Oboko, A. (2024). Effect of entrepreneurial competency on quality service delivery. *Frontiers in Management Science, 3*(4), 1-12.

Manoharan, G., Razak, A., Rajchandar, K., Nithya, G., Durai, S., & Ashtikar, S. P. (2024). Digital learning for professional development in varied fields of service sectors: Embracing technological advancements in embracing technological advancements for lifelong learning. *IGI Global*, 111-137.

National Bureau of Statistics (NBS) (2023). "Gross Domestic Product reports. *Nigeria National Bureau of Statistics.* https://nigerianstat.gov.ng/elibrary?queries=GDP.

Nwosu, J. N. (2023). The role of ICT in revamping Nigeria's economy. *International Journal of Applied Science Research,* 3 (1), 1 – 7.

Okonkwo, N. O., Idika, N. K., & Kalu, S. A. (2024). Digital economy and its implications for sustainable economic growth in Nigeria. *Advance Journal of Arts, Humanities and Social Sciences, 7*(3), 40-53.

Olafare, O., Ibironke, E. S., Oladipo, T., & Olumorin, C. O. (2020). Teachers' attitudes towards Information and Communication Technology usage for instructional delivery. *Nigerian Online Journal of Educational Sciences and Technology*, *1*(2), 49-56.

Olanrewaju, B. U., & Afolabi, J. A. (2022). Digitising education in Nigeria: Lessons from COVID-19. *International Journal of Technology Enhanced Learning*, *14*(4), 402-419.

Onyema, E. M. (2020). Integration of emerging technologies in teaching and learning process in Nigeria: the challenges. *Central Asian Journal of Mathematical Theory and Computer Sciences, 1*(11), 35-39.

Oyedele, A., Adefila, J., Salami, O., Owojaiye, J., & Oyedele, O. (2024). Challenges limiting women from attaining self-realisation in entrepreneurship scheme in developing country: A case study of South-Western States in Nigeria. *Fuoye Journal of Management, Innovation and Entrepreneurship, 3*(1).

Prokopenko, O., Jarvis, M., Bielialov, T., Omelyannenko, V. & Malheiro, T. (2024). The future of entrepreneurship: Bringing the innovation skills gap through digital learning. *International Conference Innovation in Engineering* (pp. 260 – 230). Cham: Springer Nature Switzerland.