



## ENTREPRENEURIAL INTEREST AND DEVELOPMENT AMONG TERTIARY INSTITUTION STUDENTS: THE MOBILE TECHNOLOGY APPROACH

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### Abstract:

This study examined the effects of using mobile technology on entrepreneurial educational interest and development among students at Osun State College of Education, Ilesa. A descriptive survey research design was adopted for the study and the sample consisted of two hundred (200) randomly selected student entrepreneurs in the college. The research instrument was self-developed by the researcher for the purpose of the study, namely: Effects of mobile technology on entrepreneurial interest and development of students. The reliability coefficients obtained for research instruments was 0.825 (Cronbach's Alpha). Data collected were analysed using percentage, mean and ANOVA. Findings from the study revealed that Fashion Designing/Tailoring was the entrepreneurial activity with the highest number of students. Also, the use of mobile technology has positive effects on students' interest in entrepreneurial activity ( $\bar{x} = 3.29$ ) and students' entrepreneurial development ( $\bar{x} = 3.41$ ). Finally, findings showed a significant difference in the effects of mobile technology on students' interest in entrepreneurial activity ( $F_{(1, 199)} = 13.688, p(0.000) < 0.05$ ) and students' entrepreneurial development ( $F_{(1, 199)} = 16.715, p(0.000) < 0.05$ ). The study recommended the use of mobile technology to foster students' entrepreneurial interests and development.

**Keywords:** activity, education, entrepreneurial, development, interest, mobile technology

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## 1. Introduction

Entrepreneurship entails starting and running a business that provides goods and or services for the purpose of making profits. An entrepreneur establishes and owns a business. Differing opinion, however, suggests that entrepreneurship is more than launching a business but a mindset on innovative ways of making gains. In order to succeed in this 21<sup>st</sup> century, entrepreneurship must involve the use of modern techniques to provide solutions to problems. In pre-independent Nigeria, traders were the richest. People traded what they had in excess for what they didn't have long before cash became broadly viewed as a felony currency. For most individuals at the time, entrepreneurship used to be a way of life. Nigeria has always been full of enterprise people, and Nigerians have always maintained high moral standards and values when doing business. Innovation and risk-taking are thought to be characteristics of an entrepreneurial mentality which many Nigerians had at that time. However, contemporary Nigerian entrepreneurship is no longer what it was. Before the colonial era, the majority of Nigerians have been entrepreneurs, but the modern desire for white-collar work has outpaced present job prospects, resulting in unanticipated unemployment, for this reason, the need to train and captivate students toward entrepreneurship.

Mobile technology is a tool that has an impact on entrepreneurship growth, and its introduction and use are commonplace in today's society. Eucheria, Isa and Gbenga, (2020) developed an m-learning platform that has the capacity to facilitate students' assignment submission; idea generation and presentation. Students could share pictures and videos using this platform to showcase their creative works on the platform for feedback and patronage and to tutor users on how to create a particular product or perform a given skill. Their study concluded that mobile learning technology is very effective as it provides an opportunity for students to take ownership of their own learning, and promotes active and experimental inquiry-based learning, which in turn enhances students' entrepreneurial cravings. More than any other technology, innovation has had a beneficial influence on the lives of graduates. Individuals and enterprises of all types and sizes have benefited from the use of the technology in various ways.

According to Alex (2010), Mobile commerce (M-commerce) refers to any type of interaction between a customer and a mobile device. This includes but is not limited to, the distribution of electronic coupons and online buying via a mobile device. Mobile financial services, such as mobile personal banking and payments, fall under this umbrella. Because students gain new skills and information via regular usage of social media, mobile technology may be a big contribution to entrepreneurial skill acquisition. It has evolved from an academic and corporate tool to a daily companion. Recent research has proved the potential of mobile technology in improving the teaching-learning activities of both teacher and learner (Onyema, Eucharria, Faluyi, Akindutire, Daniel & Kingsley, 2021). Also, Edeh (2019) states that the use of mobile phone technology and other portable technologies offers enormous opportunities for teaching learning in

Nigeria. However, there has been no current research on the impact of mobile technology on entrepreneurial interest and development among students at Osun State College of eEducation in Ilesa. As a result, there is a knowledge gap that the study aimed to fill.

Several authors have called for the inclusion of entrepreneurship education in the tertiary institution curriculum in Nigeria so that the twenty first century graduates could properly fit into the job industry (Koko & Ikpesu, 2009; Okeke & Edikpa, 2014; Olorundare & Kayode, 2014; Banjoko, Ifabiyi, Ahmed, Lawal, Isiaka & Awarun, 2020; Ubogu, 2022). While most authors generally advocated for entrepreneurship education in tertiary institutions, Koko and Ikpesu strongly called for the implementation of entrepreneurship education at the primary school level in line with the provision of Nigeria's National Policy on Education (2004). The impact of entrepreneurship education as opined by the authors is that it would boost the employment rate, promote economic diversification and industrialisation, groom graduates for challenges in starting and managing businesses, and intimate youths with real-life entrepreneurial experience and skills desired by employers of labour.

Entrepreneurship education is offered in different forms from primary to tertiary education levels in Nigeria in order to promote self-reliance among the young population and enhance sustainable national development and economic growth (Ojeifo, 2012). The goal of introducing entrepreneurship in Nigeria education was to facilitate national transformation through the creation of employment opportunities among others including crime reduction among youths (Olorundare & Kayode, 2014). The growing increase in entrepreneurship orientation among students in Nigeria could be linked to the innovative move that saw the inclusion of entrepreneurship as a course of study in the tertiary institutions of learning in the country. Huang, An, Wang, Chen, Wang, and Wang (2021) conducted a research study on the role of entrepreneurship policy in college students' entrepreneurial intention: the intermediary role of entrepreneurial practice and entrepreneurial spirit. Research test results revealed that there are significant positive correlations between entrepreneurship policy and entrepreneurial intention; entrepreneurship policy and entrepreneurial practice; entrepreneurship policy and entrepreneurial spirit; and entrepreneurial practice and entrepreneurial intention. Portuguese Castro and Gómez Zermeño (2021) recently observed that entrepreneurial training enhances undergraduate students' interest in entrepreneurial activities. Caska and Indrawati (2018) research revealed that entrepreneurship education and family environment have a positive and significant influence on entrepreneurship interest through personality. Hence, interest in entrepreneurship can be enhanced if the quality of entrepreneurship education, family environment and student personality is improved accordingly. In relation to Caska and Indrawati's (2018) findings, Osakede, Lawanson, and Sobowale, (2017) also found that encouragement from family and friends is a significant factor that promotes students' involvement in entrepreneurial activities. Akinwale, Ababtain, and Alaraifi, (2019) concluded in their research study that demographic factors, specifically age, the present level of study, parent's background in

business, and succession factor in parents' business also have positive and significant relations with the student's entrepreneurial interest.

There have been identified challenges affecting the impact of entrepreneurial education in Nigeria. These, according to Agbonlahor (2016) could be summarised under six functional challenges, namely; inadequately trained entrepreneurship educators, absence of curricular capacity to support the training, poor infrastructural support for practical experiences, inadequate policy framework and government support, poor delivery method, and absence of research support and linkages with government and non-governmental organisation. In order to overcome these challenges, Banjoko, Ifabiyi, Ahmed, Lawal, Isiaka and Awarun (2020) had, therefore, suggested intensified entrepreneurial capacity building at every level of education in the country coupled with awareness creation and the provision of credit facilities for intending entrepreneurs.

## **2. Statement of the Problem**

Mobile technologies, including mobile devices and apps, have become indispensable tools in solving everyday problems irrespective of age and social class. Students, who are mostly digital natives, are mostly influenced by social media which is part and parcel of the reigning smartphones. Nigerian youths trying to survive the current economic crisis must engage in entrepreneurial activities along with their studies at school. Can the use of mobile technology impact entrepreneurial interest and development? Hence, this study.

### **2.1 Research Objectives**

The study aimed at examining the effects of using mobile technology on students' entrepreneurial interest and development at Osun State College of Education, Ilesa. The specific objectives are to:

- 1) determine the most common entrepreneurial activity among students at Osun State College of Education (OSCOED, Ilesa);
- 2) investigate the effects of mobile technology on students' interest in entrepreneurial activity at OSCOED, Ilesa; and
- 3) evaluate the effects of mobile technology on students' entrepreneurial development at OSCOED, Ilesa

### **2.2 Research Questions**

The research questions generated for the study are as follows:

- 1) Which entrepreneurial activity do students in Osun State College of Education, Ilesa mostly engage in?
- 2) What are the effects of using mobile technology on students' interest in entrepreneurial activity in OSCOED, Ilesa?
- 3) What are the effects of using mobile technology on students' entrepreneurial development in OSCOED, Ilesa?

### **2.3 Research Hypotheses**

The following are the research hypotheses generated for the study:

**Ho1:** There is no significant difference in the effects of mobile technology on students' interest in entrepreneurial activity.

**Ho2:** There is no significant difference in the effects of mobile technology on students' entrepreneurial development.

**Ho3:** There is no significant difference in the effects of mobile technology on male and female students' interest in entrepreneurial activity.

**Ho4:** There is no significant difference in the effects of mobile technology on male and female students' entrepreneurial development.

### **2.4 Scope of the Study**

This research focused on the influence of mobile technology on entrepreneurial interest and development among students at Osun State College of Education, Ilesa. Time and availability of sufficient funds were a few of the constraints encountered in the course of carrying out this study and which also necessitated the limited scope.

## **3. Material and Methods**

### **3.1 Research Design**

The research design adopted for the purpose of this study was a survey design. The questionnaire developed was administered to randomly selected student entrepreneurs at Osun State College of Education, Ilesa campus.

### **3.2 Population**

All students in Osun State College of Education, Ilesa, who have been engaging in entrepreneurial activities formed the target population for the study.

### **3.3 Sample Size and Sampling Technique**

The survey included two hundred (200) students who were pursuing a bachelor's degree or a certificate in education. One hundred (100) student entrepreneurs from each of the B.ED. and NCE programmes were purposefully selected to participate in the study. Analysis revealed that the sample consisted of 71 (35.5%) male and 129 (64.5%) female students.

### **3.4 Data Collection**

A questionnaire titled: "Effects of mobile technology on entrepreneurial interest and development among students" was developed by the researchers and used for data collection from respondents. The instrument has an overall reliability coefficient of 0.825 (Cronbach's Alpha). The questionnaire comprised three sections. Section "A" of the questionnaire contains items which were designed to give personal information about the respondent. Other sections of the questionnaire contain items on the effects of mobile

technology on entrepreneurial development among students (Section B), and the effects of mobile technology on entrepreneurial interest among students (Section C).

### 3.5 Method of Data Analysis

Analysis of data collected was carried out using descriptive statistics of percentages, mean, standard deviation and sum as well as inferential statistics of analysis of variance (ANOVA). Data collected were analysed by scoring responses to the questionnaire as Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, while Strongly Disagree (SD) = 1 point. The mean scores are rated as follows: 1.0 – 1.4 = SD, 1.5 – 2.4 = D, 2.5 – 3.4 = A, while 3.5 – 4.0 = SA. The remarks to the effects of using mobile technology on students' interest in entrepreneurial activity and entrepreneurial development in Osun State College of Education, Ilesa were rated as **Very good** ( $\bar{x}$  = 3.5 – 4.0), **Good** ( $\bar{x}$  = 2.5 – 3.4), **Bad** ( $\bar{x}$  = 1.5 – 2.4), and **Very bad** ( $\bar{x}$  = 0 – 1.4).

## 4. Results

**Research Questions 1:** Which entrepreneurial activity do students in Osun State College of Education, Ilesa mostly engage in?

**Table 1:** Students' Entrepreneurial Activities

	Entrepreneurial Activity	n	n%
Which entrepreneurial activity do you engage in?	Fashion designing/Tailoring	50	25.0%
	Hair stylist/Barbing	36	18.0%
	Catering/baking/event planning	21	10.5%
	Soap/cream making	14	7.0%
	Trading cloth/provision/pharmacy	13	6.5%
	Computer tutor/operator/web/graphic design	12	6.0%
	Online marketing/trading/crypto/data/recharge	10	5.0%
	Aluminium/tile/painting/plumbing	9	4.5%
	Photography	6	3.0%
	Bead making	4	2.0%
	Decorating	3	1.5%
	Makeup artist	3	1.5%
	Bag making	3	1.5%
	Carpentry	3	1.5%
	Shoemaking	2	1.0%
	Fine artist	2	1.0%
	Cloth weaving/tie and dye	2	1.0%
	Electrician	2	1.0%
	Wig making	1	0.5%
	Acting	1	0.5%
Not indicated	3	1.5%	
Total	200	100.0%	

**Source:** Researcher's field survey, February 2022.

The various entrepreneurial activities that students engage in at the University are shown in Table 1 above. The table shows that most students engaged in fashion designing/tailoring (25%), followed by hair stylist/barbing (18%) and catering/baking/event planning (10.5%). Less than 10% of the students engaged in each of the other entrepreneurial activities. Fashion designing/tailoring, therefore, is the most entrepreneurial activity engaged in by students at Osun State College of Education, Ilesa.

**Research Questions 2:** What are the effects of using mobile technology on students' interest in entrepreneurial activity in OSCOED, Ilesa?

**Table 2:** Effects of Mobile Technology on Students' Interest in Entrepreneurial Activity

Statement	SA	A	D	SD	Total				Remark
					N	Mean	SD	Sum	
I develop an interest in my chosen entrepreneurial activity through mobile technology	47.7%	37.7%	9.0%	5.5%	200	3.28	.846	652	Good
I like watching videos on social media about entrepreneurial activities	47.0%	42.5%	10.0%	0.5%	200	3.36	.680	672	Good
I love to teach the skills acquired using social media on mobile technology	45.5%	41.0%	12.0%	1.5%	200	3.30	.738	661	Good
I am following several entrepreneurs on social media (YouTube, Facebook, Instagram etc.)	49.0%	36.0%	13.5%	1.5%	200	3.33	.763	665	Good
I operate a social media business account (WhatsApp business account, YouTube channel, or Facebook page)	53.3%	35.7%	10.1%	1.0%	200	3.41	.711	679	Good
I have social media followers	44.5%	42.5%	12.5%	0.5%	200	3.31	.705	662	Good
I get involved in online business (e.g. data marketing, crypto trading)	37.2%	37.2%	19.6%	6.0%	200	3.06	.900	608	Good
<b>Average</b>						<b>3.29</b>	<b>.763</b>	<b>657</b>	<b>Good</b>

Source: Researcher's field survey, February 2022.

Table 2 shows the effects of using mobile technology on students' interest in entrepreneurial activity in OSCOED, Ilesa. Analysis of the table reveals that most students develop an interest in my chosen entrepreneurial activity through mobile technology (85.4%), like watching videos on social media about entrepreneurial activities (89.5%), love to teach the skills acquired using social media on mobile technology (86.5%), follow several entrepreneurs on social media (YouTube, Facebook, Instagram etc.) (85%), operate social media business account (89%), have social media followers (87%), and get involved in online business (74.4%).

On average, the effects of using mobile technology on students' interest in entrepreneurial activity in OSCOED, Ilesa is **good** ( $\bar{x} = 3.29$ ).

**Research Questions 3:** What are the effects of using mobile technology on students' entrepreneurial development in OSCOED, Ilesa?

**Table 3:** Effects of Mobile Technology on Entrepreneurial Development among Students

Statement	SA	A	D	SD	Total				Remark
					N	Mean	SD	Sum	
Mobile technology helps in advertising my products	61.3%	35.7%	2.0%	1.0%	199	3.57	.589	711	Very good
Mobile technology creates many opportunities for my business	55.5%	40.5%	4.0%	0.0%	200	3.51	.576	703	Very good
I acquire more knowledge about my entrepreneurial activity through social media	56.5%	36.0%	7.5%	0.0%	200	3.49	.634	698	Good
I was able to access fund for my business through social media using mobile technology	35.5%	53.0%	10.5%	1.0%	200	3.23	.670	646	Good
I use mobile applications for marketing my products	52.3%	39.2%	8.0%	0.5%	199	3.43	.662	683	Good
My productivity increases as a result of training obtained through mobile technology	53.0%	36.5%	9.0%	1.5%	200	3.41	.717	682	Good
Mobile technology help to shed more light on how to improve my product	44.5%	47.5%	6.5%	1.5%	200	3.35	.671	670	Good
I participate in online entrepreneurial training on social media using mobile technology	44.0%	43.5%	11.0%	1.5%	200	3.30	.723	660	Good
My entrepreneurial skills have been greatly developed through mobile technology	52.3%	37.7%	8.0%	2.0%	199	3.40	.724	677	Good
<b>Average</b>						<b>3.41</b>	<b>.663</b>	<b>681</b>	<b>Good</b>

**Source:** Researcher's field survey, February 2022.

Table 3 reveals the effects of using mobile technology on the students' entrepreneurial development in OSCOED, Ilesa. Analysis on the table shows that using mobile technology: helps most students' in advertising their products (97%), creates many opportunities for my business (96%), helps students acquire more knowledge about their entrepreneurial activity (92.5%), access funds for their businesses (88.5%), helps in marketing their products (91.5%), increases productivity (89.5%), helps to shed more light on how to improve their products (92%), helps students to participate in online entrepreneurial training (87.5%) and helps to greatly developed entrepreneurial skills (90%).

On average, the effects of using mobile technology on students' entrepreneurial development in OSCOED, Ilesa is **good** ( $\bar{x} = 3.41$ ).

#### 4.1 Testing of Hypotheses

In order to test the four hypotheses listed for this study, the sum of students' responses was analysed and the results are shown in tables 4, 5, 6 and 7 below.

**Ho1:** There is no significant difference in the effects of mobile technology on students' interest in entrepreneurial activity.

**Table 4:** ANOVA of differences in the effects of mobile technology on students' interest in entrepreneurial activity

School	N	Mean	SD		Sum of Squares	df	Mean Square	F	Sig.
NCE	100	22.04	3.673	Between Groups	182.405	1	182.405	13.688	.000
B.ED.	100	23.95	3.628	Within Groups	2638.590	198	13.326		
Total	200	23.00	3.765		2820.995	199			

Table 4 above reveals the differences in the effects of mobile technology on students' interest in entrepreneurial activity. Statistics on the table show that the mean scores for both categories of students are different with bachelor of education students having the higher score (Mean = 23.95) while Nigeria certificate in education (NCE) students recorded less score (Mean = 22.04). This means that B.Ed. students' interest in entrepreneurial activity is better enhanced through the use of mobile technology than those of their NCE counterparts. Analysis of variance (ANOVA) performed on the data indicated that there is a significant difference in the effects of mobile technology on students' interest in entrepreneurial activity,  $F_{(1, 199)} = 13.688$ ,  $p(0.000) < 0.05$ . The hypothesis is therefore rejected.

**Ho2:** There is no significant difference in the effects of mobile technology on students' entrepreneurial development.

**Table 5:** ANOVA of differences in the effects of mobile technology on students' entrepreneurial development

School	N	Mean	SD		Sum of Squares	df	Mean Square	F	Sig.
NCE	100	29.45	4.468	Between Groups	288.000	1	288.000	16.715	.000
B.ED.	100	31.85	3.807	Within Groups	3411.500	198	17.230		
Total	200	30.65	4.312		3699.500	199			

Table 5 above shows the differences in the effects of mobile technology on students' entrepreneurial development. Statistics on the table reveal that the mean scores for both categories of students are different with bachelor of education students having the higher score (Mean = 31.85) while Nigeria certificate in education (NCE) students recorded less score (Mean = 29.45). This means that the entrepreneurial development of B.Ed. students

was better improved with mobile technology than the NCE students. Analysis of variance (ANOVA) performed on the data indicated that there is a significant difference in the effects of mobile technology on students' entrepreneurial development,  $F_{(1, 199)} = 16.715$ ,  $p(0.000) < 0.05$ . The hypothesis is therefore rejected.

**Ho3:** There is no significant difference in the effects of mobile technology on male and female students' interest in entrepreneurial activity.

**Table 6:** ANOVA of differences in the effects of mobile technology on male and female students' interest in entrepreneurial activity

School	N	Mean	SD		Sum of Squares	df	Mean Square	F	Sig.
Male	71	23.69	3.643	Between Groups	53.192	1	53.192	3.805	.053
Female	129	22.61	3.790		2767.803	198	13.979		
Total	200	23.00	3.765		2820.995	199			

Table 6 above reveals the differences in the effects of mobile technology on male and female students' interest in entrepreneurial activity. Statistics on the table show that male students had a slightly higher mean score (Mean = 23.69) indicating that the use of mobile technology had greater effects on their interest in entrepreneurial activity than their female (Mean = 22.61) counterparts. Analysis of variance (ANOVA) performed on the data however, indicated that there is no significant difference in the effects of mobile technology on male and female students' interest in entrepreneurial activity,  $F_{(1, 199)} = 3.805$ ,  $p(0.053) > 0.05$ . The hypothesis is therefore accepted.

**Ho4:** There is no significant difference in the effects of mobile technology on male and female students' entrepreneurial development.

**Table 7:** ANOVA of differences in the effects of mobile technology on male and female students' entrepreneurial development

School	N	Mean	SD		Sum of Squares	df	Mean Square	F	Sig.
Male	71	31.52	3.913	Between Groups	83.534	1	83.534	4.574	.034
Female	129	30.17	4.458		3615.966	198	18.262		
Total	200	30.65	4.312		3699.500	199			

Table 7 above shows the differences in the effects of mobile technology on male and female students' entrepreneurial development. Statistics in the table show that male students had the higher mean score (31.52) indicating that the use of mobile technology had greater effects on their entrepreneurial development than their female counterparts (Mean = 30.17). Analysis of variance (ANOVA) performed on the data also indicated that there is a significant difference in the effects of mobile technology on male and female students' entrepreneurial development,  $F_{(1, 199)} = 4.574$ ,  $p(0.034) < 0.05$ . The hypothesis is therefore rejected.

#### 4. Discussion of Findings

The findings of this study revealed that students' interest in entrepreneurial activity was initiated, enhanced and sustained through various engagements in mobile technology-supported activities, apps and platforms including virtual training, online business, and social media platforms (Table 2). Students who participated in this study were of the view that using mobile technology positively influenced their engagement in entrepreneurial activities such as fashion designing/tailoring, hair stylist/barbing, catering services, baking, event planning, soap and cream making, trading, computing, web/graphic design, online marketing/trading, aluminium work, tiling, painting, plumbing, photography, bead making, decoration, makeup artist, bag making, carpentry, shoe making, fine artist, cloth weaving, tie and dye, electrical work, wig making and acting ( $\bar{x} = 3.29$ ). This finding is in line with the research outcome of Nirwana, Ismail and Munir (2021) and Kurniawan (2019) that social media is a very useful tool in promoting business motivation and interest among undergraduates. Keskin and Metcalf (2011) also found that students' use of mobile technologies would promote positive attitudes in the right direction.

Also, this study found that the effect of mobile technology on the entrepreneurial interest of students studying for different qualifications was significantly different. The use of mobile technologies has greater effects on the entrepreneurial interest of students studying for bachelor's degree than those studying for a certificate in education. This could be a result of the higher academic load for the Nigeria Certificate in Education students which most likely impacted their ability to have sufficient time for engagement in technology usage compared to those studying for the bachelor's degree programme (Israel & Israel, 2020).

Findings on the effects of mobile technologies used on students' entrepreneurial interest indicated no significant difference between male and female students. This could be one of the outcomes of students' addiction to mobile technologies (Kolhar, Kazi & Alameen, 2021). However, the male students had higher entrepreneurial interest supports the findings of Osakede, Lawanson, and Sobowale (2017) who found that more males were interested in entrepreneurial activities than females. Also, Israel and Johnmark (2014) had earlier found no significant relationship between entrepreneurship education and undergraduate female students' entrepreneurial mindset. However, this finding contradicts Wilson, Kickul, Marlino, Barbosa, and Griffiths (2009) who found that entrepreneurship education promotes females' involvement in entrepreneurial activities better than males.

The effects of mobile technology on students' entrepreneurial development, as shown by this study, were positive and encouraging ( $\bar{x} = 3.41$ ) as supported by the findings of Nirwana, Ismail and Munir (2021). Tapscott and Williams (2008) also found that mobile technology features could enable creativity, knowledge gain, resources, and skill acquisition among students. However, the use of mobile technologies had better effects on students studying for bachelor's programmes than those studying for NCE. It

has been observed that the academic load of NCE students, which is higher than their bachelor's degree counterparts, could be a limiting factor to their entrepreneurial drive (Israel & Israel, 2020). Also, the use of mobile technologies had better effects on the entrepreneurial development of male students than females. This could be as a result of better interest in entrepreneurial activities expressed by male students than females (Osakede, Lawanson, & Sobowale, 2017) and, also, as a result of differences observed in technology usage among male and female students (Mitra, Willyard, Platt & Parsons, 2005).

## 4.2 Recommendations

The study recommends as follows:

- 1) Entrepreneurs' hub, where students are exposed to different entrepreneurial activities, should be created and adequately funded in every tertiary institution to promote entrepreneurial interest and development.
- 2) A synergy between NGOs and educational institutions should be created to sponsor innovative entrepreneurial ideas by the students.
- 3) Tertiary institutions should invest/encourage NGOs to establish free internet hotspots on campuses for students to nurture their entrepreneurial interests.
- 4) Plan to facilitate the provision of mobile technology at an affordable rate to students should be initiated across campuses.
- 5) Youth entrepreneurship development websites should be sponsored and made freely accessible to students.
- 6) Initiatives that sponsor youth entrepreneurial training and provide take-off grants should be encouraged and properly monitored at every level of government.
- 7) Innovative content accessible via mobile technology should be harnessed to promote students' interests in developing and enhancing their entrepreneurial skills.

## 5. Conclusion

Entrepreneurs have recognized mobile technology as a crucial tool for business operations even though not all smartphones' features have been harnessed for productivity and innovation in the business world. Most students engage in entrepreneurship for the purpose of making money to support their academic endeavour. The findings of this study have proved that mobile technology has the capacity to increase students' entrepreneurial interest and development thereby promoting self-reliance among the student population in the country. The researchers observed that the differences in the effects of using mobile technology on students' entrepreneurial interest and development among bachelor's degree and Nigeria certificate in education students were a result of the social class or financial status of the students' parents.

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**Mr. Idowu Olusola Abioye** is a fresh graduate of the University of Ibadan, Nigeria and a young entrepreneur with an interest in encouraging entrepreneurial activities among undergraduates.

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