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**Imperatives of Entrepreneurship Education Amongst Library and Information Science Undergraduate in Nigeria: The Case Study of LIS Undergraduates in South-East and South-South Geopolitical Zones of Nigeria**

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## **ABSTRACT**

Entrepreneurship education and its training is an important skill oriented education with prospects of creating self employment amongst students upon graduation and national development.

Specifically, to be examined in this study are the available entrepreneurial courses in the curricular of library and information schools in both South-East and South-South Geopolitical zones of Nigeria, to determine the benefit of entrepreneurial courses for undergraduates in library schools in South-East and South-South Geopolitical zones of Nigeria and to examine the factors affecting entrepreneurship education in library schools in South-East and South-South Geopolitical zone of Nigeria. Thereby discussing the imperatives of entrepreneurship education among library and information science undergraduates in Nigeria. Descriptive survey research design will be adopted for this study in which 300 and 400 level undergraduates of Abia State University, Imo State University, University of Uyo and University of Calabar will be purposely sampled using a researcher structured questionnaire. Some of the lecturers of the LIS schools to be understudied will also be interviewed to objectively elicit data for this study. Tables, means and percentages will be used to analyze data collected, while recommendations will be made based on the findings of this research work.

Keyword: Curriculum, Entrepreneurship, Education, Tertiary Institutions

## **INTRODUCTION**

The library profession has gone beyond the acquisition, organization and dissemination of information resources. This is what Dakur (2011) calls “traditional professional practices” such as acquiring, organizing and disseminating Library material to users. In Librarianship, there is need for a shift not only to the information needs and literacy of patron using ICT processes but also to the need for Library and Information Schools (LIS) to equip undergraduates to be self-reliant, self-employed and employers of labour upon graduation. This therefore resulted to the introduction of Entrepreneurship education by the Nigerian government in 2005 and its adoption and implementation by tertiary institution in 2008 of which library and information science is among the departments in the Nigerian tertiary institutions.

Furthermore, the present economic realities and the challenges in the labour market in Nigeria justify the need to equip undergraduates in Nigerian institutions with the basic skills that would enable them to be self-employed upon graduation. It is in this recognition that the National policy on education (2004) maintain that there should be “acquisition of appropriate skills for self-reliant nation”. This means that the survival of any nation to a great extent depends on the extent of entrepreneurship education provided to its citizens.

Entrepreneurship education is a product of the rising challenges in the society and its curriculum content must be responsive enough to address the rising unemployment rate amongst Nigerian youth; curb social vices as kidnapping, oil syndicate (theft, vandalism) arm robbery and put youth on

the pedestrian of being self-employed, self-reliant rather than waiting on government for white collar jobs.

According to Solemanpour, Hosseini and Farzam, (2014) entrepreneurship is the practice of identifying a social problem and using entrepreneurial principles like innovation to create and implement a venture that achieves change.

On one platform, the Nigerian government aimed at providing the youths/undergraduates with adequate training that will enable them to be creative and innovative in identifying good business opportunities; to create employment and reduce social vices amongst Nigerian youths, graduates; to serve as a catalyst for economic growth and development in Nigeria and to examine the factors affecting entrepreneurship education in Nigerian institutions.

On the other platform, Library and Information Science undergraduates should be made to understand that LIS entrepreneurial courses are essential skills aimed at empowering undergraduates with the ability to utilize the potentials in the environment for the transformation of not just the immediate society, but also their personal lives.

Hostically, Issa, Uzuegbu and Nwosu (2014) categorized various LIS – based entrepreneurial courses/ opportunities to include: Libraries and Information Centres equipment Business; Publishing and Printing Business; Information Brokerage Business; Courier Services Business; Vendor Business; Library Consultancy; ICT based businesses.

Therefore, this study is poised at x-raying entrepreneurial courses in library and information science (LIS) for self-employment opportunities in South-East and South-South geopolitical zones of Nigeria.

### **OBJECTIVES:**

1. To find out the type of entrepreneurial courses available in the curriculum of LIS schools
2. To find out if there is a significant difference in the quality of entrepreneurship education between south-east and south-south universities in LIS Schools.
3. To determine if there is a significant difference in the entrepreneurship courses taught in south-east and south-south geopolitical zones of Nigeria.
4. To examine the factors affecting entrepreneurship education in library schools in South-East and South-South geopolitical zones of Nigeria.

### **RESEARCH QUESTIONS:**

1. What type of entrepreneurial courses are available in the curriculum of LIS schools.
2. Is there a significant difference in the quality of entrepreneurship education between south-east and south-south universities in LIS Schools
3. Is there a significant difference between the entrepreneurship courses taught in south-east and south-south geopolitical zones of Nigeria.
4. What are the factors affecting entrepreneurship education in library schools in South-East and South-South geopolitical zones of Nigeria.

**SCOPE:**

This study focused on imperative of entrepreneurship education amongst library and information science undergraduate in Nigeria: the case study of LIS Undergraduates in South-East and South-South geopolitical zones of Nigeria. The population of the study comprises of both 300 and 400 level undergraduates and lecturers of library and information science (LIS) schools at Abia State University; Imo State University of South–East Geopolitical zone and University of Uyo; University of Calabar of South-South geopolitical zone of Nigeria.

**LITERATURE REVIEW:**

In recent times, 65% of undergraduates are willing to go into business upon graduation but lack of knowledge and understanding of starting and managing a business are hindrances to their quest.

It is important to address this growing interest and lack of knowledge in entrepreneurship education. It is therefore crucial for library and information science schools in Nigeria to incorporate entrepreneurial librarianship into their curriculum so that undergraduates would be equipped with adequate skills for self-employment opportunities with high level of productivity and efficiency (Anyanwu, Oyeneke and Osaai-Onah, 2012). This is imperative as Aina (2013) asserts the need to restructure library and information science curriculum so as to incorporate what the author regard as “emerging market”.

Morrison (2006) defined entrepreneurship as the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities establish and manage a successful business

enterprise. To Peters and Shepherd (2008), it is a process of creating something new with value devoting necessary time and effort, assuring the accompany financial psychic, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.

According to McMillan (2006), entrepreneurship education describes a type of "learning directed towards developing in young people those skills, competences, understanding and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community, business and work opportunities including working for themselves".

Nwosu and Ohia, (2009) defined entrepreneurship education in more précised terms as that aspect of formal learning which equips an individual and creates in the person the mindset to undertake the risk of ventures into something new by applying the knowledge and skills acquired in school.

According to Katamba and Dulganiy (2014), Ogunleye and Petinrin (2013) believed that the role of entrepreneurship in developing economy is progressively becoming significant. They posited that the advantages of entrepreneurship have been well recognized as it forms the bedrock of industrialization process in developing and some developing nations.

It is evident in the foregoing excerpts that entrepreneurship education is a careful planned academic programme designed to provide the learner with specialized skills as well as motivation to creativity. This research is geared to contribute to the body research related to entrepreneurship and entrepreneurship education by providing insight into educational policy and



curriculum development for higher institutions in Nigeria and especially Abia State University. This understanding will help tailor entrepreneurship education to students with different level of entrepreneurship self-efficacy ultimately leading to increased, higher quality entrepreneurial activity.

### **THEORETICAL FRAMEWORK FOR PROPOSED STUDY:**

This research article is base on Social Cognitive Career Theory (R.W. lent, Brown, & Hackett, 1994) which provides a framework to understand the mechanisms that lead to individual's interest and goal development to pursue educational and career paths. Social Cognitive Career Theory suggest background contextual factors and learning experience exert influence on self efficacy which is defined as "belief in one's capabilities to organize and execute courses of action required to produce given attainments' (Bandura, 1997), and outcome expectation variables which then influence interests in career and academic pursuits. In turn, interest influence the identification of and planning for career choice goal and actions (see figure 1).

## RW LENT, S.D BROWN AND G HACKETT (1994)

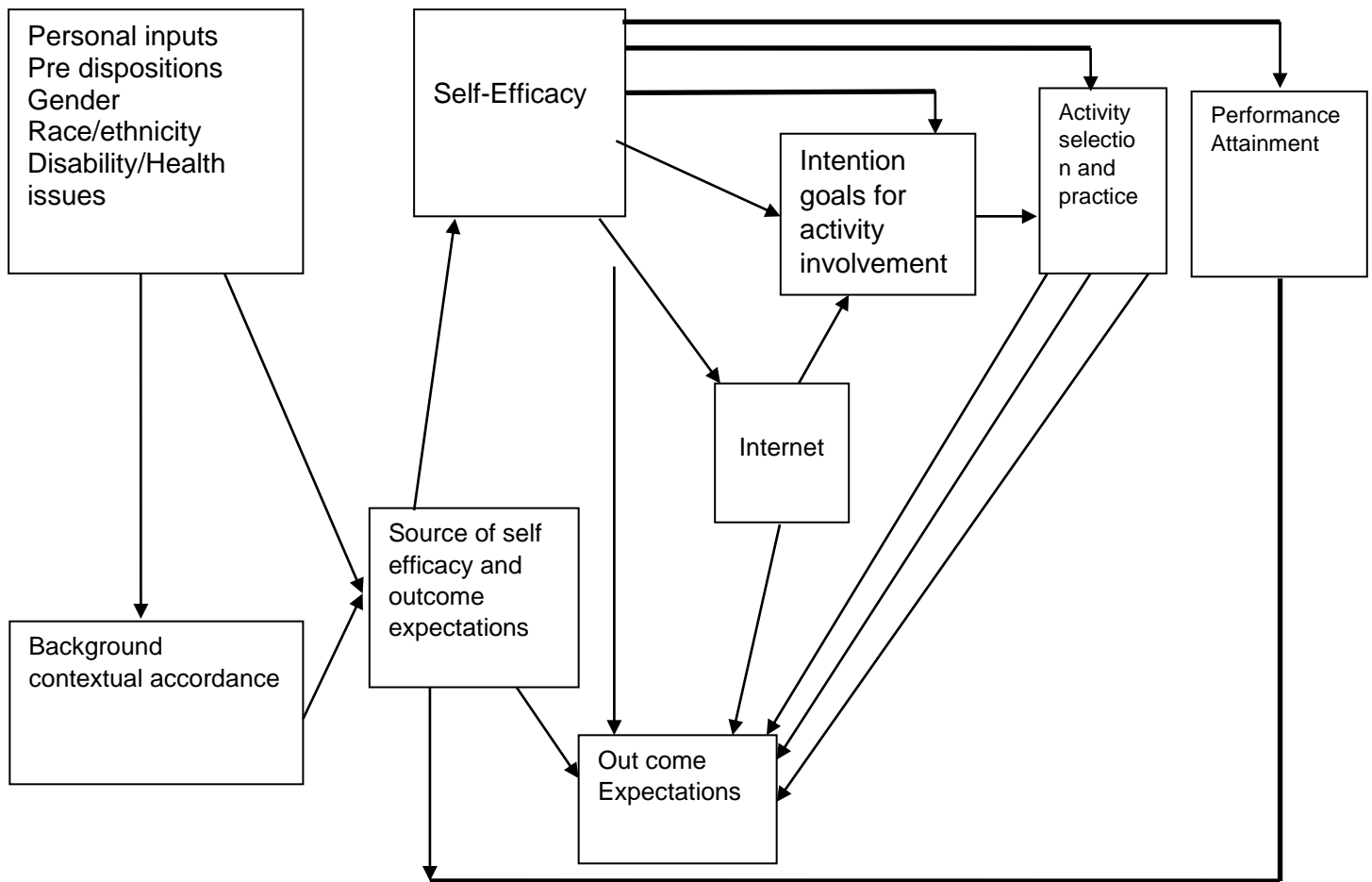


Figure 1 social cognitive career theory

This research article adapts SCCT framework to account for different types of self-reliance in entrepreneurship education, that a student could successfully complete his academic career and also have a successful career as an entrepreneur.

### **METHODOLOGY:**

A descriptive survey research design will be used for the study. The sample for this study is 23 lecturers and 2,160 undergraduates in Imo State University, Abia State University, University of Uyo and University of Calabar.

Undergraduates in 300 and 400 levels of the above Universities will be studied. A sampled structured in LIS school will be used. Tables, means and percentages will be used to analyze data collected while recommendations will be made based on the findings of this research work.

**Table 1 Return Rate of the Questionnaire for students**

<b>S/N</b>	<b>Institutions</b>	<b>Distribution</b>	<b>Usable Responses</b>	<b>% Usable</b>
1	AbiaState University, Uturu.	540	343	15.8
2	Imo State University, Owerri	540	338	15.6
3	Uyo State University.	540	339	15.7
4	University of Calabar.	540	359	16.6
<b>TOTAL</b>		<b>2160</b>	<b>1179</b>	<b>63.7</b>

Source: Field Data

Table 1 indicates that Abia state university had a response rate of 343(15.8%), Imo State University, Owerri had 338 (15.6%), University of Uyo, recorded a response rate of 339(15.7%), and University of Calabar, had a response rate of 359(16.6%).

### Research Question one

Entrepreneurial Courses Available and Taught in LIS Schools studied

<b>SN</b>	<b>ENTREPRENEURIAL COURSES</b>	<b>ABSU</b>	<b>IMSU</b>	<b>UNI UYO</b>	<b>UNI CAL</b>	<b>COU R SE</b>	<b>COU R SE</b>
A	Bibliography	Yes	Yes	Yes	Yes	4	100%

B	Desktop Publishing / Printing	Yes	No	Yes	Yes	3	75%
C	Book Trade	Yes	Yes	No	No	2	50%
D	Database Management / System	Yes	Yes	No	Yes	3	75%
E	Indexing and Abstracting	Yes	Yes	Yes	No	3	100%
F	Information Brokering / Marketing of	Yes	No	No	No	1	25%
G	Information Technology	Yes	Yes	Yes	Yes	4	100%
H	Knowledge Management	Yes	Yes	No	No	2	50%
I	Networking and Internet	Yes	Yes	Yes	No	3	75%
J	Software Development	Yes	No	No	No	1	25%
K	Web Design and Management	Yes	No	No	No	1	25%
L	Website Hosting	No	No	No	No	0	0%
M	Reprographic training (binding, photocopying and machine maintenance)	No	Yes	No	No	1	25%
N	Entrepreneurial Studies 1X2	yes	yes	Yes	Yes	4	100%
O	Computer and Data Processing	yes	yes	Yes	Yes	4	100%
	<b>INSTITUTION TOTAL</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>36</b>	

Source: LIS departments in the various Universities Selected

The table shows the various Entrepreneurship courses taught in LIS schools studied, the table reveals that Bibliography, Indexing and Abstracting, Information Technology Management, Entrepreneurial Studies, Computer and Data Processing are taught in the whole LIS Schools selected (100%). Majority (75%) of the schools selected however teaches Desktop Publishing / Printing, Database Management / System Maintenance, Networking and Internet Services The table also revealed that half (50%) of the LIS schools which are mainly from the south-east geopolitical zones teaches Book Trade and Knowledge Management. Also Information

Brokering / Marketing of Library Services, Software Development, Web Design and Management and Reprographic training were found to be only taught in ABSU.

While non of the LIS Schools studied teaches Website Hosting.

The table went further to reveal that most of the entrepreneurship courses are taught in the South-east when compared to south-south

Research question two

Table 2: Quality of entrepreneurship education in library schools in South-East and South-South geopolitical zones of Nigeria

	South-East		South-South	
	Mean	SD±	Mean	SD±
The entrepreneurship education taught in your school is adequate enough to meet the requirement for successful entrepreneurial Practice.	3.2	180.02	2.5	227.12
There are adequate facilities in your school to adequately impact Entrepreneurship skills needed by the student.	3.1	224.52	2.8	125.23
The entrepreneurship education in your school provides up-to-date knowledge to meet the 21 <sup>st</sup> century entrepreneurial demand.	2.7	133.22	2.13	235.44
The course content of entrepreneurship education is good enough and detailed enough	2.9	225.12	2.2	216.19
There is adequate and qualified staff for entrepreneurship education in my school.	3.2	214.83	2.7	213.98
<b>Pooled Mean</b>	<b>3.02</b>		<b>2.47</b>	

The Table above reveals the quality placed on entrepreneurship education in LIS

schools selected by the respondents base on their respective geopolitical zones. The respondents from the south-east zone pooled a significant mean value of 3.02 which is an acceptable value, while those from the south-south zone pooled a significant mean value of 2.47 which is below average, indicating that the quality of entrepreneurship education in LIS schools in South-south is below average.

### ***Independent Samples Test***

*Equal variances assumed*

	<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>						
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>
<i>LIS</i>	.890	.373	3.374	8	.010	.55400	.16418	.17539	.93261

The data however were subjected to an independent sample t-test, to find out if there is a statistically significant difference between the two selected geopolitical zones, the table revealed an interesting point, a t-test value of 3.374 at df=8 with p-value=0.010<0.05 was observed. Pointing to the fact that there is a statistically significant difference in the quality of entrepreneurship education between the two selected zones. This gave a 95% confidence interval (CI) with class boundaries of 0.17539 for lower boundary and 0.93261 for upper boundary. The test however assumed equal variances.

Factors affecting entrepreneurship education in library schools in South-East and South-South geopolitical zones of Nigeria.

	SA	A	D	SD	Mean	SD±	Decision
Poor knowledge based economy and low spirit of competition	970	97	78	34	3.70	450.9393	Agreed
Poor enterprising culture	811	189	110	69	3.48	347.7512	Agreed
Lack of entrepreneurship teachers, materials and equipment	799	203	102	75	3.46	340.6507	Agreed
Unavailability of relevant funds	897	189	78	15	3.67	407.8924	Agreed
Non-inclusion of entrepreneurship program in the general school curricula	915	209	45	10	3.72	422.5008	Agreed
Pooled Mean					3.61		

The table above revealed the opinion of the respondents on the factors that is affecting entrepreneurship education in LIS schools selected. Majority of the respondents indicated that Poor knowledge based economy and low spirit of competition ( $3.70 \pm 450.9$ ), Poor enterprising culture ( $3.48 \pm 347.8$ ), Lack of entrepreneurship teachers, materials and equipment ( $3.46 \pm 340.7$ ), Unavailability of relevant funds ( $3.67 \pm 407.89$ ) and Non-inclusion of entrepreneurship program in the general school curricula ( $3.72 \pm 422.50$ ) are factors that affects entrepreneurship education in LIS schools.

## **Conclusion**

There is a statistically significant difference in the quality of entrepreneurship education between the two selected zones, with south east universities having higher quality (pooled mean=3.02) than the south south universities (pooled mean=2.47), however this may be because of the fact that people in the south east are more of entrepreneurs than other zones of the country as they are more interested in business. When the data was subjected to an independent sample t-test, it revealed that an interesting point, a t-test value of 3.374 at  $df=8$  with  $p\text{-value}=0.010<0.05$  was observed. Pointing to the fact that there is a statistically significant difference in the quality of entrepreneurship education between the two selected zones.

Also Factors affecting entrepreneurship education in Nigerian library schools in the selected zones were elicited, with majority of the respondents indicating Poor knowledge based economy and low spirit of competition, Poor enterprising culture, Lack of entrepreneurship teachers, materials and equipment, Unavailability of relevant funds, and Non-inclusion of entrepreneurship program in the general school curricula as major factors that affects entrepreneurship education in their schools.

## **Recommendation**

Based on the foregoing the researcher recommends the following;

1. There should always be a review on the quality of entrepreneurship education in LIS schools especially those in the south south part of Nigeria.
2. Teachers or lecturers who have serious interest in teaching entrepreneurial courses should be brought in to teach.
3. The government should come in, in the area of funds, material and equipment to help curb its negative effect on entrepreneurship education.
4. And lastly, the general school curriculum should be reviewed by stakeholders, in order to drive entrepreneurship programs smoothly in LIS school



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