

**INFLUENCE OF TEACHING AND LEARNING FACILITIES ON
ENTREPRENEURIAL COMPETENCE OF LIBRARY AND
INFORMATION SCIENCE STUDENTS IN THE UNIVERSITIES IN
NORTHERN STATES OF NIGERIA**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL
FULFILLMENTS OF THE REQUIREMENTS FOR THE AWARD OF
DOCTOR OF PHILOSOPHY DEGREE IN LIBRARY AND
INFORMATION SCIENCE**

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MAY. 2021

Declaration

I declare that this thesis titled **“Influence of Teaching and Learning Facilities on Entrepreneurial Competence of Library and Information Science Students in the Universities in Northern States of Nigeria”** has been carried out by me in the Department of Library and Information Science, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

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Signature

Date

Certification

This thesis titled “**Influence of Teaching and Learning Facilities on Entrepreneurial Competence of Library and Information Science Students in the Universities in Northern States of Nigeria**” by Nurudeen Mu’azu **MAIFATA** meets the regulation governing the award of the degree of Doctor of Philosophy Library and Information Science of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Dedication

This thesis is dedicated to my late parents Alhaji Mu'azu Maifata and Hajiya Adama Mu'azu Maifata. May Allah in His Infinite mercy grant them a high place in Aljannat Firdous, Ameen.

Acknowledgements

All praise is due to Allah (SWT) Who gave me a healthy, long life and made it possible for me to complete this work. May the peace and blessings of Allah (SWT) be upon His Beloved Prophet Muhammad (SAW), his family, his companions and those who follow them with Ihsan (faith) till the day of recompense.

I want to express my profound gratitude to the Chairman of my Supervisory Committee, Professor Zakari Mohammed for his relentless effort, patience, attention and guidance throughout this research work. I also wish to extend the same appreciation to my second and third supervisors, Professor Bello Sabo of Business Administration Department and Dr Mohammed Habibu for their role in making this work a success. I thank my Head of Department, Dr Mohammed Habibu, for his intellectual contributions and support to this work. May the Almighty Allah reward them abundantly.

Special thanks are also due to my lecturers Professors Tijjani Abubakar, Umar Ibrahim (University Librarian ABU, Zaria), Mrs. Hannatu Daudu, Abdullahi I. Musa (KASU University Librarian), for their encouragement throughout the programme. I also appreciate Prof. Inuwa M. Fodio and Dr. Ishaq F. Musa for their guidance and encouragement throughout the work. My gratitude also goes to Dr. Mrs M.F. Mohammed, Dr. M.M. Hayatu, Dr. Abu Yusufu, Dr. Ezra Gbaje, Dr. Hassan Usman, Mrs R. W. Onadiran, Mal. Adamu Jibrin, Mallam Aliyu Lawan, Mal. Idris A. Dauda, Mal. Abdurrahman Jibril, Mal. Shafiu Sabitu, Mal A.A. Bube, Mal. Abba Hamza and all other staff members of the Department of Library and Information Science, Ahmadu Bello University, Zaria. Their contributions by way of ideas and suggestions have helped me a lot in carrying out this study. I also appreciate and thank my former and present

colleagues in Kashim Ibrahim Library, President Kennedy Library, Kongo, ABU, Zaria, and the Nasarawa State University Library, Keffi.

Similarly, I also wish to extend my sincere gratitude and appreciation to the Nasarawa State University Librarian, Dr. Aliyu Abdulkadir; Academy Librarian, Dr. Lawal Umar; and the FUDMA University Librarian, Dr. Babangida U. Dangani for their constant support and guidance throughout the study. I will never forget your kindness. I am also highly indebted to Ustaz Dr. Muhammad Sani Idris and Dr. Liman S. Mairafi for their support and encouragement. I cannot also forget the contribution of Dr. Kabir Adedeji of the Business Administration Department, Ahmadu Bello University, Zaria, for his time and attention whenever I went knocking. I must also not forget the contributions of Dr. Abdulrazaq Madu, Dr. Ikramah Hassan, Liman Hamisu, Dr. Yahaya Sabo Sarkin Noma, Dr. Ismaila Olotu, Umar Saulawa, Mohammed Bappah, Abubakar Muhammed, Umar Bashir aka Caesar, Dr. Lawal Abdulmunin, Alh. Musa Daudu, and all Yan Majalisan Gado.

Similarly, I cannot but express my utmost gratitude to my brother/mentor, Professor M. A. Mainoma, for his support, concern, guidance, and encouragement towards making this dream a reality. It is my prayer and belief that the Almighty will reward you in countless folds. To my late parents, Alhaji Mu'azu Maifata and Hajiya Adama Mu'azu. I pray that the Almighty bless your souls and make them among the occupants of paradise, Amin. To my wife Hadiza and my brothers, Hon. Aminu Mu'azu Maifata (Chairman, Lafia LGC), Kabiru, Salisu, Ahmad, Abdullahi, Bashir, Yahaya, Musa, Ya'u, Sadiq & Sadiq, Ishaq, Yusuf, Liman, Sani Mu'azu Maifatas' and my sisters, Hajiya Halima, Haj. Uwani Karama, Halima, Hajiya Kano, Auntie Sa'a, Dr. Hauwa, Maisoda, Uwarmasu, Hassana, Aisha, Maimuna, Fatima and Khadija

Maifatas' and our mother's Hajiya Uwani, Rakiya, and Maimuna, I appreciate your love and prayers.

My appreciation goes to Professors, M. B. Uthman, S.A.S. Aruwa, Grace Pennap (Mrs., for their support and words of encouragement. Similarly, I must also acknowledge the support and prayers of my classmates Ahmad Zakaria, Kolo B. Muhammad, Hadi I. Buhari, Yunusa Isiaka, Rabi Muhammed and Alh. Nafi'u.

Lastly, I wish to sincerely extend my gratitude to all my friends and colleagues too numerous to mention for their prayers, support, and encouragement throughout the study. I pray that the Almighty reward them all in multiple folds. Amin.

Abstract

This study identified the influence of teaching and learning facilities on the enhancement of entrepreneurial competence and skills acquisition among Library and Information Science Students in universities in Northern state of Nigeria. The study was necessitated by the prevailing unemployment situation, increasing crime and other social vices among university graduates in Northern Nigeria. The study had five (5) research questions; thus: available teaching and learning facilities, extent of adequacy of teaching and learning facilities, extent of the utilization of teaching and learning facilities, level of influence of teaching and learning facilities used, and the level of satisfaction of teaching and learning facilities. Five (5) null hypotheses were formulated. Descriptive survey design was used to carry out the research. From a population of one thousand, two hundred and three (1203), a sample of two hundred and ninety-one (291) was drawn using proportionate stratified random sampling techniques. An adapted questionnaire was employed to obtain data for the study. Three hundred and seventy-eight (378) questionnaires were distributed but only three hundred and fifty (350) were successfully completed and used for the analysis of the study. The data were analysed using descriptive and inferential statistics. Mean and standard deviation were used to answer the five research questions. Pearson Product Moment Correlation (PPMC) was used to test null hypotheses one (1) to five (5), at 0.05 alpha level of significance. The study found that available learning facilities for entrepreneurship education, adequacy of available learning facilities for entrepreneurship education, influence of available learning facilities for entrepreneurship education, usage of available learning facilities for entrepreneurship education and level of satisfaction of available learning facilities positively influenced the level of acquisition of entrepreneurial competence that students possess in LIS schools in the universities in Northern states of Nigeria. This study concludes that teaching and learning facilities such as internet, computer, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop provided by the universities to support the students in learning entrepreneurship education has influence on acquisition of different entrepreneurship competencies; these range from vocational skills, conceptual and relationship competencies, business and management competencies, human relations competencies in LIS schools. It was recommended among others that more universities should ensure that there is a provision of required teaching and learning facilities needed for acquisition of entrepreneurship education because through these facilities students can be taught and conversant with the physical application of the lesson learnt regardless of their academic specialization which can make them remembered easily to solve personal and societal needs. The present situation in Nigeria requires entrepreneurial skill application that would enable graduates to acquire skills and competencies for self-reliant. There should be effective teaching and exposure to practical learning of entrepreneurial skills to enhance its application.

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List of Abbreviations

ABU:	Ahmadu Bello University
AS:	Academic Staff
ATBU:	Abubakar Tafawa Balewa University
BSU:	Benue State University
EC:	Entrepreneurial Competence
EE:	Entrepreneurship Education
LIS:	Library and Information Science
NBS:	National Bureau of Statistics
NUC:	National Universities Commission
ST:	Student
UMYU:	Umaru Musa Yar'adua University
Q1:	First Quarter
Q2:	Second Quarter
Q3:	Third Quarter
Q4:	Fourth Quarter

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a veritable tool for enhancing economic growth and national development. Education is also the cornerstone of development because it forms the basis of literacy, skill acquisition, technological advancement, knowledge acquisition and ability to harness the natural resources of the environment and breed competence (Okoro, 2014). Antai and Anam (2009) asserted that education creates better citizens and helps to upgrade the general standard of living in society. The education sector in any country is critical because education supplies the skilled human resources needed for the achievement of national economic goals and objectives. In the view of Adeogun (2003), education is a major instrument for tackling unemployment, poverty, and ignorance. According to the National Policy on Education (2004), the cardinal aim of education includes “the development of the intellectual capacity of individuals to understand and appreciate their environment and the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.” This objective of education is laudable and could be attained in the universities, through appropriate quality education and research.

University is an institution of higher education and research. It grants academic degrees in a variety of subjects and provides both undergraduate and postgraduate education. One of the objectives of tertiary institutions, according to the National Policy on Education (2004), includes: “acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.” Unemployment among graduates has remained one of the fundamental challenges threatening the economic development and stability of Nigeria with

some serious socio-economic consequences. It imposes socio-economic costs, and a waste of human resources and the investment in education and training (Eneji, Mai-lafia, & Weiping, 2013). According to Akinyemi, Ofem, and Ikuenomore, (2012), the issue of graduate unemployment in Nigeria has become a national concern as the unemployed youths tend to be more anxious, depressed and unhappy with their attendant sleeplessness than those with jobs. This situation has not only posed a great challenge to the economy but also retarded the economic growth of the country. The graduate unemployment in Nigeria is attributable to the fact that employees' education and skills acquired are inadequate to meet the demands of modern-day jobs (Akinyemi et al., 2012).

Considering the fact that the graduates constitute the most active segments of the population, their inability to find good jobs portend grave danger for the country. Unfortunately, owing to the seemingly dysfunctional nature of our educational system, most of them do not possess relevant skills that the would-be employers may need (Ngwu & Ezeani 2012). This has made it imperative that graduates be equipped with skills that are required to achieve self-reliance. Additionally, the huge numbers of Nigerians graduating from various tertiary institutions each year further worsen the situation as the economy, as presently constituted, is incapable of absorbing most of them.

The stated challenges prompted the Federal Government to establish Entrepreneurship Education Programmes to fill the skills acquisition gap in Nigerian universities to equip the students with the appropriate skills with which to survive in the present economic climate. It is due to this high unemployment rate among graduates in Nigerian universities that the National Universities Commission (NUC) introduced Entrepreneurship Education in the university curriculum as a compulsory course (Uzoka, 2008). With the introduction of entrepreneurship education in the

curriculum of Nigerian universities, it becomes evident that entrepreneurship education is considered an effective way of equipping graduates with the desired employability skills.

Entrepreneurial competencies are essential for stimulating entrepreneurial activity and are recognized as a driving force and source of innovation and competitive advantage (Rae, 2007).

Entrepreneurial competencies are a cluster of related entrepreneurial knowledge, skills and personality traits that can lead to the production and accomplishment of outstanding performance or maximizing profits (Man, Lau & Chan 2002). Bird (1995) defined entrepreneurial competencies as the underlying characteristics of an individual, which include both general and specific prior knowledge, intention, personality traits, self-branding, social role, and skills, which results in new ventures, survival and growth. These competencies are further demonstrated by individuals as entrepreneurs who can manipulate resources and opportunities, which can increase an organizations' profitability.

Maifata and Mohammed (2016) revealed that Library and Information Science graduates in Nigeria lack entrepreneurial skills due to inadequate funding of entrepreneurship education programme, insufficient teaching gadgets for practical-oriented training, and emphasis on theoretical knowledge rather than practical skills. Entrepreneurship education is not only important to develop entrepreneurship and self-employment but also to enrich young people with the attitudes and characteristics necessary to manage the uncertain environment of self-employment (Stamboulis & Barlas, 2014).

Entrepreneurial competence is the necessary skill an individual need to run a successive business, add value to work and be self-employed. The entrepreneurship competence and skills includes communication skills, creative/innovative skills, decision-making skills, problem-solving skills, planning and organizing skills, risk management skills, self-management skills,

technological/technical skills, teamwork skills, learning skills, initiative skills, enterprise skills, financial skills, managerial skills, marketing/saleable skills, interpersonal relationship skills, integrity skills, practical skills, assertiveness skills, leadership skills, listening skills, openness to change and business identification skills (Oliveira, 2008). University graduates need these employability skills and competence to be able to work in public and private business enterprises. They make it possible for prospective graduates to be entrepreneurs in private business enterprises and also to be self-reliant. Competences developed as a result of entrepreneurship education should lead to self-employment, employment generation, economic self-sufficiency, business survival or growth (Kirby 2004; Wennekers & Thurik 1999).

Teaching and learning facilities make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply a concrete basis for conceptual thinking and hence, reduce meaningless word responses from students (Nyamubi, 2003) cited in Naisujaki, Jackson, and Kirui (2017). Likewise, Campbell (1999) agreed that Instructional materials enhance the teaching/learning process by exhibiting information necessary to acquire knowledge and skills. Teaching facilities include materials and equipment that comprises laboratory equipment, technological equipment, puzzles, television, radio VCD plates and players, piano, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts (Osuji, 2016). According to Osuji (2016), Learning facilities are those materials that can easily enhance active learning in the school such as computer, library, Internet/ICT, practical workshop, microscope, projectors, video CD player, textbook, stationeries, and exercise book.

Teaching and learning are inherent processes in our lives that bring the achievements and failures shaping our personalities (Kozlinska, 2016). Humans are being taught and start learning in early

childhood through guidance from their elders and their own experiences alike. Learning is a complex lifelong process of acquiring new or reinforcing existing knowledge, skills, attitudes, behaviours, values, or preferences (Hoy, Davis & Anderman 2013; Schacter, Gilbert & Wegner 2009). Teaching, in turn, is an intentional activity aimed at bringing about learning by imparting those competencies, behaviours, values, etc. from a teacher to a learner (Kozlinska, 2016). It can take the form of standard instruction, training, coaching or consultancy, facilitation or mentoring depending on the epistemological position implicitly or explicitly accepted as a basis (Müller & Diensberg 2011; Kyrö 2005; Hirst 1971).

Teaching and learning facilities are fundamentals for the effective delivery of a job creation curriculum (Okebukola, 2014). The Nigerian educational system from primary to tertiary level is characterised by acute shortage of quality teaching and learning facilities in the right quantity, and at the university level, the findings of the 2012 needs assessment survey are particularly revealing were the severe shortage of classrooms, hostels, offices, libraries, laboratories and workshops for effective delivery of university education was documented (Okebukola, 2014). Teaching and learning facilities and infrastructure at school have a positive influence on the effectiveness of the teachers' teaching and students learning (Earthman, 2002). Effective teaching and learning facilities lead to the improvement of students' learning achievement and skills/competency development (Uline & Tschannen-Moran, 2008). According to Lizzio, Wilson, and Simon (2002), A positive learning environment will support students' learning activities, skills acquisition and competency development. Teaching facilities that support learning activities also have an impact on students learning achievement and competence (Khoirudin, Hary & Aji, 2016).

Within this scenario of inadequate facilities, we should narrow our gaze at those areas, which are to stimulate the development of job-creation skills and competence, which is the Influence of Teaching and Learning Facilities on Entrepreneurial Competence of Library and Information Science Students in the Universities in Northern states of Nigerian.

1.2 Statement of the Problem

Nigeria has had a decade of jobless growth in which years of economic growth did not translate to employment opportunities or poverty reduction. One of the consequences of the high level of unemployment has manifested in the Nigeria Immigration Service recruitment exercise in March 2014, where 18 lives were lost and many got injured because of the massive turnout of jobless applicants. Nigeria's unemployment crisis again came to the fore between 13th March 2019 to 26th March 2019 as a total of 25.6 million applications passed through the Nigerian National Petroleum Corporation (NNPC) recruitment portal (Sanyaolu, 2019). This was coming as data shows Nigeria's unemployment crisis worsened in the third quarter of 2018 as it rose from 18.8 per cent in third quarter of 2017 to 23.1 per cent in the third quarter of 2018 (NBS, 2019). The NBS data revealed further that the total number of people classified as unemployed rose from 17.6 million in fourth quarter of 2017 to 20.9 million in third quarter of 2018. The President of Nigeria, Muhammadu Buhari says that Nigerian graduates unemployment status is worrisome and the government expects Nigerian universities to produce graduates imbued with the requisite knowledge, competencies, attitudes, and skills to be active role players in our quest for socio-economic and technological development (Akure, 2019).

The increase in the unemployment rate in Nigeria is attributable to a number of factors, such as the increased number of school graduates with no matching job opportunities and lack of employability skills (SDGs Monitor, 2019). Other factors are the employees' levels of education

and skills acquired are inadequate to meet the demands of modern-day jobs (Samuel et al. 2012). Ogan (2015) opined that, as far as the formal sector is concerned, the average Nigerian graduate is not employable as he/she does not possess the competence and skills needed by the employer of labour. Unemployment leads to insecurity, crime, prostitution, civil unrest, and terrorism especially by the unemployed youth, and this scenario has eaten deep into the fabric of the Nigerian society (Ogan, 2015). Hence, the need to curb this menace.

Entrepreneurship education is an inevitable strategy for teaching an entrepreneurial culture and orientation in a nation, creating employment, raising individuals' incomes, transforming communities, and enhancing national economic development. Countries like USA, Canada and China that have embraced entrepreneurship have made good progress in addressing the problem of unemployment and achieved impressive results (Alakbarov, 2010). Entrepreneurship education enhances high job satisfaction, life status, higher earnings and reduce the level of unemployment (Din, Annuar & Usman, 2016).

The Nigerian government, in her effort to ensure job opportunities for students after graduating from the universities, introduced compulsory Entrepreneurship Education in the university curriculum in the year 2007. Despite the compulsory Entrepreneurship Education in Nigerian universities, graduates of all fields and specialisation remain unemployed for a long time after graduation. The Entrepreneurship Education delivered to undergraduates in their 200 and 300-levels seems not to be meeting the aims and objectives of the programme (Ifedili & Ofoegbu, 2011). The purpose of establishing the Entrepreneurship Education programme appears to be defeated due to a severe shortage of infrastructural facilities for effective delivery (Okebukola, 2014).

The pursuance of entrepreneurship education as a panacea to the pervading problem of massive unemployment among graduates, including graduates of Library and Information Science schools in Nigeria has taken the front burner in recent times (Okoye, 2013).

Nigerian universities are faced with the problems of facilities, and underfunding with an escalating number of students that have to use limited classrooms, hostels, technologies, library resources and inadequate teaching/learning facilities (Adamu, 2015). The challenges facing the quality of teaching entrepreneurship education in tertiary institutions in Nigeria include lack of basic training facilities for learning and acquisition of entrepreneurial skills and competence (Okoro, 2015). These facilities, according to Gyuse (2009), include adequate teaching materials, equipment, laboratories, libraries, and workshops. The NUC (2006) reported that facilities in Nigerian universities are in poor shape, the available physical facilities are severely overstretched and ill-maintained. Hence, with this development quality seems not to be guaranteed in entrepreneurship education in Nigeria.

To address the problem of graduate unemployment and strategically position the country's economy for leadership, entrepreneurship education was introduced as a compulsory course. Despite the compulsory nature of entrepreneurship education in the universities, many Nigerian graduates will still be unemployed after graduation, if issues bothering on skills and competence were not addressed (Ogan, 2015). Teachers' experiences and competencies are affirmed to be the single most influential antidote in revealing the actual teaching practice and thereby influencing the student learning (Hattie, 2009; Totterdell, Hathaway & la Velle, 2011). Heinonen and Poikkijoki (2006) conducted an experimental study with the entrepreneurial-directed approach, whose result showed that the teaching approach could seemingly encourage students to broaden their perspectives and develop their entrepreneurial skills and behaviour. Mwasalwiba (2010)

assessed the alignment among generic objectives, target audience, teaching methods used, and impact indicators used to measure effective learning in entrepreneurship education.

However, despite myriads of researches in the content area, the focus remains on pedagogical approaches to teaching and learning entrepreneurship in LIS schools (Maifata, 2016), challenges facing quality of teaching and learning entrepreneurship (Okoro, 2015) and a systematic framework for entrepreneurship education within the university context (Astri, Togar & Aurick, 2014). Even though facilities are needed for effective delivery of a job-creation curriculum (Okebukola, 2014), teaching and learning facilities play a significant role in educational achievement most especially in the areas of competence and skills acquisition by the LIS students (Adamu, 2015 and Okoro, 2015). It is also confident that the enhancement of teachers' experiences and competences is key to content delivery (Adamu, 2015 and Okoro, 2015). There are little or no researches that point to the influence of teaching and learning facilities mainly on students' entrepreneurial skills and competences and the relationships that exist therein in library and Information Science schools in the universities in Northern states of Nigeria.

1.3 Research Questions

This research work was guided by the following questions:

1. What are the available teaching and learning facilities that influenced the acquisition of entrepreneurial competencies of Library and Information Science Students in the universities in Northern states of Nigeria?
2. What are the extent of adequacy of teaching and learning facilities that influenced the acquisition of entrepreneurial competencies by the Library and Information Science students in universities in Northern states of Nigeria?

3. What are the extent of the utilization of teaching and learning facilities that influenced the LIS Students acquisition of entrepreneurial competencies in Library and Information Science schools in universities in Northern states of Nigeria?
4. What is the level of influence of teaching and learning facilities used in relation to acquisition of entrepreneurial competence by the LIS students in Library and Information Science schools in the universities in the Northern states of Nigeria?
5. What are the extent of influence of the level of satisfaction of teaching and learning facilities used by Library and Information Science students on the acquisition of entrepreneurial competence in LIS schools in the universities in the Northern states of Nigeria?

1.4 Objectives of the Study

This study aims to identify the influence of teaching and learning facilities on the enhancement of entrepreneurial skills and competence and acquisition among the Library Information Science Students. However, the specific objectives are:

1. To find out whether the available teaching and learning facilities influence the acquisition of entrepreneurial skills and competence by the Library and Information Science students in the universities in Northern states of Nigeria.
2. To determine the adequacy of teaching and learning facilities influence students entrepreneurial skills and competence in the Library and Information Science schools in the universities in Northern states of Nigeria.
3. To determine the extent at which the utilization of teaching and learning facilities influence acquisition of entrepreneurial skills and competence among LIS students in the Library and Information Science schools in universities in Northern states of Nigeria

4. To determine the level to which teaching and learning facilities used influence the acquisition of entrepreneurial skills and competence of students in Library and Information Science schools in the universities in Northern states of Nigeria.
5. To establish whether the level of satisfaction of teaching and learning facilities used by Library and Information Science students influence their acquisition of entrepreneurial skills and competence in LIS schools in universities in Northern states of Nigeria

1.5 Research Hypotheses

The hypotheses formulated for the study were:

H₀₁: Available teaching and learning facilities have no significant influence on the LIS students' acquisition of entrepreneurial competence in the LIS schools in universities in Northern states of Nigeria.

H₀₂: Adequacy of teaching and learning facilities have no significant influence on the LIS students' acquisition of entrepreneurial competence in the LIS schools in universities in Northern states of Nigeria.

H₀₃: Utilization of teaching and learning facilities have no significant influence on the LIS students' acquisition of entrepreneurial competence in the LIS schools in universities in Northern states of Nigeria.

H₀₄: Influence of available teaching and learning facilities has no significant relationship with the acquisition of entrepreneurial competence among students in LIS schools in universities in Northern states of Nigeria.

H₀₅: Level of satisfaction of teaching and learning facilities have no significant influence on entrepreneurial competence that students possess in LIS schools in universities in Northern states of Nigeria.

1.6 Significance of the Study

One of the motives behind embarking on this research is to help find solutions to identified problems for the society to progress. Faculty members, as the pivots of the university system, need to become more productive and resourceful in their field of endeavour. The findings from the research would bridge gaps in knowledge in the area of entrepreneurship teaching and learning facilities, entrepreneurship education and the entrepreneurship competencies; technical skills, managerial skills, personal maturity skills, and entrepreneurial skills. This would go a long way to improve the quality of the product from the Nigerian universities by producing graduates who will be self-employed and entrepreneurs. The study would also provide empirical data in the area of entrepreneurship, entrepreneurship education, teaching and learning facilities, and entrepreneurial competencies; entrepreneurial skills, technical skills, managerial skills, and personal maturity skills in Library and Information Science schools in Nigerian universities. This research would no doubt be of assistance to the National Universities Commission (NUC), Government, and Proprietors of private universities as it relates to issues on entrepreneurship teaching and learning facilities. Finally, the study would provide information that could be used by educators when having to delineate the competencies that students should acquire/develop through entrepreneurship education, and the research would be of assistance to the would-be researchers in entrepreneurship who might continue from where this research stops.

1.7 Scope of the Study

This study focused on the influence of teaching and learning facilities on students' entrepreneurial skills and competence acquisition in the Library and Information Science schools in the universities in Northern states of Nigeria. The study focused on faculty members and final year undergraduate students in the 2018/2019 academic session. The other categories of

undergraduate students were not captured in the survey because, at the time of this research, they may not have done with entrepreneurship as a course. The study covered a representative sample population from the five (5) selected library and information science schools in the universities in the Northern states of Nigeria. The study was cross-sectional, where administering the questionnaires was done in June and July 2019.

1.8 Operational Definition of Terms

Entrepreneurship- refers to an individual ability and skills to apply knowledge and ideas into business opportunities, employability and self-reliance.

Entrepreneurship Education- is the process of transmitting/learning entrepreneurial knowledge and skills by students to help them explore a business opportunity, self-reliance and create jobs.

Entrepreneurial Competence- is the necessary skills a graduate need to acquire and possess to enable him/her to start-up and run a successive business, add value to work and be self-employed.

Entrepreneurial Skills- it is an ability that individual acquired through entrepreneurship education on how to turn ideas into action. Includes creativity, innovation, and risk-taking

Influence- an act of power that positively affects a person's ability to acquire the necessary entrepreneurial competence and skills.

Learning- getting to know how to do whatever to be self-employed and develop employability Skills.

Teaching- getting others to know what to do and how to do whatever for business start-up, employability skills and self-reliance.

Teaching and Learning Facilities- are instructional materials and equipment used in facilitating teaching and learning entrepreneurial competence.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the conceptual and theoretical framework, as well as relevant literature on teaching and learning facilities on entrepreneurship education, were reviewed. The section started by reviewing the concepts of entrepreneurship, entrepreneurship education, and its relevance, teaching, learning, competency, and facilities. It further reviewed several empirical studies on entrepreneurship education, teaching and learning entrepreneurship, entrepreneurial skills and competence, and teaching and learning facilities. The section concludes with reviews of theories of learning, systems, teaching models of entrepreneurship education, supply and demand models, and the competency models.

2.2 Conceptual Framework

2.2.1 Entrepreneurship

Entrepreneurship has been historically relevant to economic growth through employment generation, increased productivity, innovation, and social welfare (Reynolds, Hart & Mickiewicz. 2014; Baumol & Strom 2007). Under conditions of perpetual economic, social, and geopolitical uncertainty, and the growing complexity of the modern world, entrepreneurship in the 21st century has become even more topical and forceful as a possible way of tackling on-going challenges (Kozlinska, 2016). It objectively permeates our lives and society: everyday consumption, Internet and mobile communication, news and travel agencies, insurance and banking, and charities and non-government organisations. The vast majority of mundane activities constituting human life are driven by one's entrepreneurial spirit to create new social or

material value, compete and cooperate, transform and develop (Hytti 2008 and Sarasvathy & Venkataraman 2011).

Due to the strong ties between societal development and interest in entrepreneurship, education is at the forefront as one of the most influential channels capable of triggering long-term changes in society (Kyrö 2006; Landström 2005). The scholarly interest in entrepreneurship education has expanded exponentially, generating increasing numbers of courses, intertwining the diffusion of entrepreneurship into all levels of the education system, and supporting the on-going shift towards competence and skills development (Kuratko 2005; Katz 2003; Bruyat & Julien 2000). Apart from being in vogue, nowadays, entrepreneurial competencies are becoming as important as literacy, and universally applicable to any career path (EU, 2006). They also included among the critical elements leading to the formation of start-ups, innovations, new market entries through individual and collective entrepreneurial actions (Wennekers & Thurik, 1999).

Despite many studies on entrepreneurship, no consensus has been reached on the definition of entrepreneurship. According to Schumpeter (1934), an entrepreneur is an innovator who breaks an existing state of equilibrium to create progress. Innovation is the driving force to create new products, and operations methods, new sources, new business models, and new markets. In this sense, entrepreneurship is highly related to the ability to produce something new (Timmons, 1989). According to Drucker (1985), entrepreneurship is about taking a risk; it is the process of creating new values that did not previously exist; it is the practice of starting a new organization, especially new business; it involves the creation of new wealth through implementation of new concepts. Drucker (1985) believed that what entrepreneurs have in common is not personality traits but a commitment to innovation. For innovation to occur, the entrepreneur must have not only talent, ingenuity, and knowledge but he must also be hardworking, focused and purposeful.

The hallmark of entrepreneurship is finding new ways of satisfying customers' needs; inventing new products and services; putting together existing ideas in new and different ways; and creating new existing twists on existing products and services (Osisioma, 2009). Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion for the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate a capable venture team; the creative skill to marshal needed resources; and fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2004).

2.2.2 Entrepreneurship Education

Interest in entrepreneurship education has overgrown since the 1950s. During the past years, entrepreneurship has become an essential domain of business education (Solomon & Fernald, 1991). There has been a lack of general agreement on the definition of entrepreneurship education. Given the various meanings of entrepreneurship phenomenon, OECD Entrepreneurship Indicator Programme (2009) defined entrepreneurship education as “an enterprising human activity in pursuit of the generation of value through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.” Mainoma & Aruwa (2008), viewed entrepreneurship education as a collection of formalised teachings that inform, train, and educate students to participate in socio-economic development through a project to promote entrepreneurship awareness, business creation or small business development.

Entrepreneurship education, by its nature, has been found to precipitate employment generation, assist with the growth of the economy, and the overall promotion of sustainable economic growth and development in some nations (Raimi & Towobola, 2011; Jones & English, 2004). There are different understandings of entrepreneurship education. According to Hood and Young (1993), entrepreneurship education is to teach people to start new businesses successfully and operate the businesses profitably, and thus facilitate economic growth. Bechard and Tolohous (1998) argued that entrepreneurship education is a program or course that aims to introduce business knowledge and new business creation and to train individuals to start up. While Gottlieb and Ross (1997) comprehend entrepreneurship education in terms of training for creativity and innovation, Kourilsky (1995) understood entrepreneurship education concerning the identification of business opportunity, resource allocation, risk management, and new venture creation.

Entrepreneurship education is an inevitable strategy for teaching an entrepreneurial culture and orientation in a nation, creating employment, raising individual incomes, transforming communities, and enhancing national economic development. Countries that have embraced entrepreneurship have made good progress in addressing the problem of unemployment and achieved impressive results (Alakbarov, 2010). Cho (1998) revealed that entrepreneurship education promotes entrepreneurial intention because the entrepreneurial knowledge and skills acquired by the students can arouse their interest and motivation to start up a business. Also, according to Henry (2004), entrepreneurship education significantly increases the start-up rate of a business. Entrepreneurship education as the activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, business start-up, growth and innovation (Fayolle & Gailly, 2009). Entrepreneurship education is expected to

mould entrepreneurial individuals or prospective entrepreneurs firstly by building up knowledge and skills for opportunity recognition and implementation, new product and service development, market mechanisms; and secondly, by developing, among other competencies, proactiveness and self-esteem, a positive attitude to failure and risk-taking, and towards entrepreneurialism in general (Kozlinska, 2016). Entrepreneurship education is an integral part of general education aimed at preparing individuals for self-employment, occupational fields, and active participation in the world of work (Ejiogu & Nwajiuba, 2012). Entrepreneurship education seeks to provide students with the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings (Ismail et al., 2011). They view it as a new approach in imparting knowledge and know-how to students. Entrepreneurship education is made up of kinds of experiences that give students the ability and vision of how to access and transform opportunities of different types (Refaat, 2009).

Entrepreneurship education is a lifelong learning process. It is an educational activity or program that promotes an understanding of how to start a business. Entrepreneurship education was introduced to the library and information science to stem the scenario whereby many librarians remained unemployed after graduation. The cardinal objective of entrepreneurship education is to equip students with skills that would enable them to be self-employed and create employment for graduates of Library and Information science (Anyanwu, Oduagwu, Osai-Onah & Amaechi, 2013).

Entrepreneurship education is the process of transmitting entrepreneurial knowledge and skills to students to help them exploit the business opportunity and be self-reliant. In line with this, students are expected to improve their attitudes (desirability or interest) toward entrepreneurship and develop knowledge and skills required to solve complex problems and risks or uncertainties

inherent in the entrepreneurial process and it's relevant for both those who are aiming to become entrepreneurs and those who may not be interested in becoming entrepreneurs but to be self-reliant.

2.2.3 Relevance of Entrepreneurship Education

Economic growth in all industrialized and developing countries is a crucial issue with a focused on the role of entrepreneurship and small business. (Wennekers & Thurik, 1999; Garavan & O'Connell, 1994, Garavan and O'Connell (1994) advance the explanation that economic recession, high unemployment rates and fluctuations in international trade cycles have contributed to the revival of interest in entrepreneurship as a possible solution to rising unemployment rates and as a recipe for economic prosperity. In the same vein, Wennekers and Thurik (1999) affirm that entrepreneurship is essential for economic growth in modern open economies. The reason is that globalisation and the information and communication technologies (ICT)-revolution induce an intense demand for entrepreneurship.

A report by the European Commission (European Commission, 2004) regards entrepreneurship education as an essential means to create a more entrepreneurial mindset among young people, and they assert that promoting entrepreneurial skills and attitudes provides benefits to society even beyond their application to new business ventures. Alberti, Sciascia, and Poli, (2004) indicate three sources of demand for entrepreneurship, namely governments, students, and the business world:

- Through education, the Government is driven by the post-Fordist economy, aimed at developing an entrepreneurial culture oriented to job creation. It is documented that most of the new jobs arise from small entrepreneurial firms;

- Young (1997) suggests two sets of reasons for students to study entrepreneurship: firstly, they may want to start up their businesses; secondly, they may wish to acquire knowledge which will be helpful in their careers in more substantial organizations;
- The third source concerns both large and small firms. Alberti et al. (2004) point out that, on the one hand, there seems to be a general shortage of managerial skills in SMEs and on the other hand, within larger companies, there is a need for managers who are oriented to the development of new business initiatives to ensure a continuous renewal.

Given the relevance of entrepreneurship perceived at both the macro level of economic development and at the micro-level of personal satisfaction and achievement (Alberti, et al., 2004); and considering the recognition of the possibility to increase entrepreneurship ability through education (Gorman, Hanlon & King, 1997; Ronstadt, 1987), there is an increased interest of developing educational programmes to encourage and foster entrepreneurship within the education system (Solomon, et al., 2002).

2.2.4 Concept of Teaching

Teaching is an act of “helping other people learn” (The World Book Encyclopedia, 2001). This makes teaching one of the most critical ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living, and to lead useful rewarding lives. Education can impart knowledge to a group of people and show the way to something or a process (Bruner, 1994). There is also a widespread belief that teaching is a straightforward enterprise (Wilson & Peterson, 2006). In using textbooks, teachers follow each page, directing students in what they should read and do. If the materials are suitable, and everyone behaves himself or herself, so the logic goes, students will learn. According to Charles and Jonathan

(2015), when teachers consider what students will find exciting or challenging, they need ways to access the students' minds; they need to create communities, which make learners as active constructors of knowledge, among their students. Teaching is a dynamic act, responsive to what happens in the process of interacting with students. The teacher is continuously monitoring what is taking place during instruction and acting based on perceptions of what is taking place. What a teacher might do in any situation is fundamentally shaped by the set of intellectual resources the teacher can bring to that situation (lesson with students) that is, the teacher's knowledge base. This broad category includes knowledge of the students, the context, and the content. It consists of a variety of general and content-specific classroom and interactive routines (Schoenfeld, 1998).

Effective teaching has to be predicated on an understanding of how students learn; the objective of the activities is to bring about learning, and there has to be insight and knowledge about learners' needs for teaching to be successful (Fry, Ketteridge & Marshall, 2009). Effective teaching is dynamic, receptive, responsive, and approachable, not static, and over-programmed; meaning that teachers' pedagogical knowledge should not be static but must change in response to the content and the learners with whom it is being shared (Butt, 2008).

2.2.5 Concept of Learning

Learning is a theoretical concept. Learning can take place if an individual behaves, acts, or reacts as a result of an experience in a manner different from the way one formally behaved (Charles & Jonathan, 2015). Learning has no universally agreed definition. Thus, there are as many definitions as there are theories of learning. Cognitive theories of learning emphasize the thought process and the role of the mind in learning. The theories view learning as the mind's ability to acquire, process, and retain new knowledge and information. Cognitive psychologists studying

learning are interested in unobservable mental activities such as thinking, remembering, creating, and solving problems (Kumar, n.d).

While behavioural psychologists view that the outcome of learning is changing in behaviour and emphasizes the effects of external events on the individual, other researchers consider learning to include a wide range of human behaviour characterized by the active process of acquiring new knowledge and skills, as well as creating new connections among existing knowledge and skills (Ramey & Ramey, 2010). But experiential theories, which emphasize the role of action and experience in learning, conceptualize learning in terms of competencies generated among learners. It refers to something we all do from the moment of birth (Wirth & Perkins, 2008). Teachers often assume that because they are “teaching,” students must be “learning.” Students understand that, because they have read their text and memorized facts, they have learned something (Wirth and Perkins, 2008). However, learning as a relatively permanent change in behaviour that results from practice (Atkinson, Atkinson, Smith & Bem, 1993).

Other studies have revealed that the purpose of learning has recently shifted from being able to recall information ‘surface learning’ to being able to find and use it ‘deep learning’ (Wirth & Perkins, 2008). Some researchers in their study made an inference from modern cognitive psychology that learning is a constructive, not receptive, process. This theory of learning (constructivism) holds the view that understanding comes through experiences and interaction with the environment, and that the learner uses a foundation of previous knowledge to construct new understanding. Consequently, the learner has primary responsibility for constructing knowledge and understanding, not the teacher. In a constructivist classroom, the teacher is no longer the “authority” but instead is a guide or facilitator who assists students in learning (Wirth & Perkins, 2008).

Having defined learning as relatively permanent changes in behaviour, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences, it is believed that teachers' perspective on learning often hinges on some significant ideas (Seifert & Sutton, 2009):

- a. **Curriculum** - This defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the features of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. Textbooks and new technologies), evaluation and teachers' profiles (Braslavsky, n.d).
- b. **Sequencing and Readiness** – In higher education, the term readiness is often replaced by a more specific term, prerequisites. Traditionally the concept referred to students' preparedness to cope with or profit from the activities and expectations of the school. Before a student is admitted into a programme of study, the student must first have a background in the relevant programme.

Learning is a complex activity that is fulfilled by student motivation, teaching resources, teachers' skills, curriculum, and educational facilities (Lyons, 2001). A growing body of research has linked student achievement and behaviour to the availability of educational facilities in the school. Educational facilities have been repeatedly found to have a positive relationship with the quality of education. They include the site, concrete equipment, recreational spaces and textbooks used for the achievement of educational objectives (Charles & Jonathan, 2015).

2.2.6 Concept of Competence

Competency is a broader concept which includes the knowledge, attitudes, behaviours, and skills which help a person capable of transforming his ideas in to realities with an excellence in its performance in a given context and the ultimate success in entrepreneurship requires the mastery

of a set of skills and these skills can be developed, and entrepreneurs do not all come to entrepreneurship at the same skill level (Smith, 2005 & Lyons, 2003). Competency is composed of knowledge, skills, abilities and other characteristics that underlie productive or successful job performance (Li, 2009). According to Hellriegel, Jackson, Slocum, Amos, Klopper, Louw and Oosthuizen 2008), competencies are sets of knowledge, skills, behaviours, and attitudes that contribute to personal effectiveness. Penchev and Salopaju (2011) cited in Matema and Olawale (2014) point out that competencies are the sum of experiences and the knowledge, skills, values, and attitudes acquired during lifetime, which is necessary for effective performance in a job or life role.

Entrepreneurial activities require a broad array of competencies. Entrepreneurial competence is simply the necessary set of skills needed to be an entrepreneur, such as technical skills, managerial skills, entrepreneurial skills, and personal maturity skills (Lichtenstein & Lyons, 2001; Lyons & Lyons, 2002; Lyons, 2003). Inyang and Enuoh (2009) defined entrepreneurial competencies as those clusters of related knowledge, attitudes, and skills which an entrepreneur must acquire through educational training and development. Similarly, “Competency is a set of skills, related knowledge and attributes that allow an individual to successfully perform a task or an activity within a specific function or job” (Dalvi, 2016).

Educational interventions in entrepreneurship strive to develop entrepreneurial competencies in students (or at least should do so), which ultimately implies making the learning processes such as acquisition and transfer, assimilation and accommodation or social interaction leading to human capital effects mutually successful for educators and students (Unger, Rauch, Frese, & Rosenbusch 2011; Vygotsky 1978; Piaget 1929). The acquisition aims to transform learning experiences into knowledge, skills, and attitudes. A transfer is an application of competencies

acquired during the educational process in new ways, with new content or in new situations (Schunk 2012; Unger et al. 2011). Appealing to task-related competences in evaluating the outcomes of entrepreneurship education for that matter is more sensible and empirically justified than to general skills (Unger et al. 2011).

Over the last decade, considerable attention has been paid to competency-based education (Stoof, 2005), and its relevance in entrepreneurship education and training at the university level as well as other training venues has become apparent (Bird, 2002). A basic premise of this movement is that an educational stance based on competency development can facilitate learning in a society characterized by complexity and rapid changes (Drick & Edgar, 2010). Competency-based education in the entrepreneurship discipline is the identification of relevant entrepreneurial competencies to be instilled in undergraduate students (Drick & Edgar, 2010).

2.2.7 Entrepreneurial Competencies

Entrepreneurs are permanently challenged to deploy a set of competencies to succeed in their entrepreneurial endeavours. In an educational setting, we are mainly interested in individual-level competence as we attempt to help students become more skilled and motivated to start and succeed in new ventures (Bird, 2002). Thus, a common concern among academics is to get students to become more entrepreneurial and more innovative for such purpose. One of the goals of entrepreneurship education is to instil in students the development of entrepreneurial competencies to be better prepared for an entrepreneurial life.

A comprehensive framework of competencies was developed by Mitchelmore and Rowley (2010; 2013). In an attempt to review skills and competencies of successful entrepreneurs in the literature, the authors collected a range of evidence from 1) personal background and experience to 2) socioeconomic factors, 3) management skills, 4) personal profiles and qualities, 5)

behavioural characteristics and 6) modes of interaction and communication. They used this to paint the portrait of a successful entrepreneur. These characteristics were further disaggregated into their constituent parts and, after cluster analysis, the authors achieved the framework shown in the next table:

Table 2.1: The Entrepreneur Competence framework

Factor	Item
Conceptual and relationship competencies	Interpersonal skills Oral communication skills Relationship building Networking Integrity Self-confidence Motivating self Political competence Being active Desire to succeed Perseverance
Business and management competencies	Budgeting skills Business operational skills Developing management systems Formulating and implementing strategies for exploiting opportunities Business plan preparation and writing Development of operational systems Planning business activities Managing finance
Entrepreneurial competencies	Idea generation Innovation skills Visioning Envisioning opportunities Product innovation Creativity Willingness to take risks Scan environments for opportunities Risk taking
Human relations competencies	Employee development Managing employee performance Human relation management skills Employee relations Hiring skills Leadership skills Motivate others Management style Management skills

Source: Mitchelmore and Rowley (2013), p.136

Mitchelmore and Rowley (2013) suggested that entrepreneurial competencies be measured using individual-level competencies, which can be classified into four main categories, namely personal and relationship, business, and management, entrepreneurial and human relations competencies.

Personal and relationship competencies refer to the ability to negotiate with others, and to maintain a good personal network of work contacts, developing long term trusting and loyal relationship with others (Mitchelmore & Rowley, 2013). Business and management competencies include various business tasks such as managing finance, budgeting, business operations as well as business planning. Human relations competencies refer to the combination of human relations functions and the management in the business. It includes members' development, hiring of new members, leadership and motivating staff. Entrepreneurial competencies are associated with the entrepreneur's ability to be innovative, creative, be able to identify opportunities, strengths, and weaknesses. Entrepreneurial competencies are associated with the entrepreneurs' ability to be innovative, creativity, be able to recognize opportunities, identify strengths and weaknesses (Zizile, 2018). Ahmad, Ramayah, Wilson, and Kummerow (2010) defined entrepreneurial competencies as the total ability of an entrepreneur to perform their role successfully.

One of the first steps towards competency-based education in the entrepreneurship field is the identification of relevant entrepreneurial competencies as they can predict the business formation and success within and across cultures (Mansfield, McClelland, Spencer, & Santiago, 1987). Knowing what competencies need to be developed is crucial in trying to meet the training needs of people in each phase of the entrepreneurial process. Entrepreneurship education has to be oriented to intervene in each stage of development, which includes: awareness, pre-start-up, start-up, growth, and maturity (Henry, Hill, & Leitch, 2005).

By paying attention to the training needs of individuals, educators, and trainers can devise their content and approach to improve the entrepreneurial learning process. At the first stage, an educational intervention mainly focuses on the various aspects of creating and running a new

business (Henry et al., 2005, 2005). This implies that courses at the undergraduate and graduate levels should seek to promote the development of skills and values, and possibly an attitude changes towards starting, owning, and managing a company, or working in a successful organization (Jamieson, 1984). At later stages in the entrepreneurial process, education addresses the needs of would-be entrepreneurs for a self-employment career by encouraging them to set up and manage their businesses as well as to secure their growth and future development. An action, or specific behaviour of an individual, is manifested by competencies that are an expression of his/her characteristic or several characteristics (Boyatzis, 1982).

In the case of entrepreneurs, different levels of entrepreneurial competencies are exhibited by individuals who start businesses or carry out changes in existing organizations and who add value through their opportunistic vision and effort (Bird, 1995). At the motives and traits level, typical attributes of entrepreneurs include tolerance of ambiguity, locus of control, propensity to take risk, achievement values, and task motivations are common attributes of entrepreneurs (Koh, 1996; Pandy & Tewary, 1979). Bird (1995) points out that research is mixed, especially when the success criteria are considered. For example, risk-taking propensity has not been linked to entrepreneurial effort and outcomes because no conclusive results have been found. According to Schumpeter (1934), risk-taking tendency is inherent in ownership rather than entrepreneurship; hence, it cannot, as a distinguishing characteristic of entrepreneurial behaviour (Brockhaus, 1980). Successful entrepreneurs are not gamblers, and they are more inclined to take moderate than high risk as they tend to assess and calculate it carefully (Cunningham and Lischeron, 1991; Mancuso, 1975). Others, such as self-confidence, persistence, and integrity have also been regarded as competencies exhibited by entrepreneurs; however, Bird (1995)

emphasized that no definite evidence has been found to differentiate successful from fewer entrepreneurs.

At the social role and self-concept level, Bird (1995) pointed out that little formal research has been conducted. Differentiating competencies at this level can include: recognizing the relevance of relationships in a business context, concern for the high quality of work, assertiveness, having self-confidence, and taking actions to overcome obstacles (Mansfield, McClelland, Spencer, & Santiago, 1987). Furthermore, at the role-level competencies, previous research emphasizes that the entrepreneurial role is crucial to be successful in business (Chandler & Hanks, 1994; Chandler & Jansen, 1992). This role refers to behavioural actions associated with scanning for opportunities, selecting those that are promising, and formulating strategies to exploit them.

At the knowledge and skill level, competencies such as finance/cash management, engineering, accounting, marketing, and sales have been frequently cited as important to succeed in business (Hood & Young, 1993). Furthermore, leadership, communication, and human relations have also been regarded as crucial skills areas of knowledge to succeed. These are essential competencies for entrepreneurship as the entrepreneur has to be able to persuade and discuss with various stakeholders such as customers, clients, suppliers, competitors, service providers, and the like (Onstenk, 2003).

2.2.8 Concept of Facilities

According to Oni (1992), facilities constitute a strategic factor in organizational functioning. Because they determine to a considerable extent the smooth operation of any social organization or system, including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (1998) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a

wealthy community will establish good schools with quality teachers, learning infrastructures that with such, students may learn with ease thus bringing about excellent academic achievement. Balogun (1982) submitted that no practical science education programme could exist without equipment for teaching, and this is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In his contribution, Ajayi (1996) reiterated that when facilities are provided to meet the relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their paces.

According to Ejiro (2011), educational facilities or school infrastructure are those material things that facilitate teaching and learning processes in schools. These include school buildings, equipment which include teaching aids, books, typewriters, computers and laboratory equipment, etc. While, to Akande (1985), learning can occur through one's interaction with one's environment. The environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software, and hardware of educational technology; so also, the size of the classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged (Farrant, 1991 and Farombi, 1998).

Inadequate facilities will inevitably affect smooth teaching and learning entrepreneurship in universities. Students' success in entrepreneurship depends to no small extent on the facilities exposed to while learning. It is evident in their contributions (Broome, 2005; Hughes, 2005; Lyons, 2001 as cited in Osuji, 2016) that students 'achievement on competence and skills acquisition depends upon the required available facilities in the school. School facilities played a significant role in directing the task of teaching and that of shaping students learning the process

in and out of school. According to Afolabi (2002), the facilities available within an educational institution have a positive relationship with the quality of teaching and learning activities, which in turn leads to the attainment of goals set.

2.2.9 Teaching and Learning Facilities

Literature is abundant which attempts to relate the concepts of teaching and learning facilities and eventually on their overall influence on students and effective curriculum implementation (Coleman & Anderson 2001; Orodho, 2014; Orodho, Waweru, Ndichu & Nthinguri, 2013; Sherman, Bohlander & Nell, 1996; Woodford, Jackson, Gillard, Craz, & Glennon, 2003). Orodho et al., (2013) established that the challenges of availability and adequacy of learning facilities were found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learners, hence fostering discipline and excellent attainment of academic results. According to Woodford et al. (2003), a resource is a useful or valuable possession or quality of a country, organization, or person. Sherman et al. (1996) contend that resources available for organizations are human, financial, physical and informational. Coleman and Anderson (2001) say that in the education area, resources fall into two main categories: those used to provide support services such as the running costs of the buildings, administration and management, and those for the operational core of teaching and learning like physical or tangible resources. Teaching facilities include materials and equipment, that comprises laboratory equipment, technological equipment, wall clocks, puzzles, television, radio V.CD plates and players, piano, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts (Osuji, 2016). According to Osuji (2016), Learning facilities are those materials that can easily enhance active learning in the school such as computer, library, Internet/ICT, practical

workshop, microscope, projectors, video CD player, textbook, stationeries, and exercise book. Learning facilities play significant roles in the teaching and learning process (Agwu, 2013).

NCERT (2005) argued that teaching and learning facilities appear in three types. The first type of instructional material includes such objects and phenomena as minerals, rocks, raw materials, semi-finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such results during laboratory sessions. Also included in the first group are materials and equipment for students' expeditions and other travel, as well as supplies, instruments, and equipment for production training and courses in drafting and the representational arts. Among such supplies, tools, and equipment are wood, metal, plastic, and glass objects, measuring and monitoring devices and equipment, equipment for the assembling and finishing of various products, and machines, and machine tools. The second type of educational materials, that of representations of actual objects and phenomena, NCERT (2005) goes on to say that this category includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audio-visual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts). Audio-visual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation. Audio-visual materials also familiarize students with early periods of history and with distant places in the world and space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules, and living cells.

The third type of instructional materials that of written descriptions includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed handbooks (NCERT, 2005). Another type of instructional material is technological instructional media. Among these is equipment for the transmission and assimilation of information recorded on film or phonograph recordings: film projectors, tape recorders, phonographs, and television sets. Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language-laboratory machines, closed-circuit television systems, and computers (NCERT, 2005).

Concerning the effects of resource availability on students' content delivery, Ominde cited in Kabaana (1999) aver that teaching and learning resource availability helps teachers teach effectively in convenient and comfortable surroundings. The lack of physical resources inevitably hampers the teaching; depress the spirit of the learners and the enthusiasm of the teachers. Doff (1988) stresses the interrelation of teachers, teaching and learning resources, and students in teaching and learning the operational core of education. Doff (1988) emphasized that "Teaching is a three-way relationship between the teacher, the materials he/she is using, and the students."The primary purpose of the teaching and learning process is to bring a significant change in behaviour through active participation and critical thinking of the learner, and this cannot take place without the availability of instructional materials (Afework and Asfaw, 2014). The availability of teaching and learning facilities, therefore, enhances the effectiveness of schools as they are the necessary resources that bring about excellent academic performance in the students (Okongo, Ngao, Rop, & Nyongesa, 2018). The accessibility of school facilities (for example, classroom, accommodation, libraries, laboratories, and other instructional materials) is

a state not only contributes to academic achievement in the school educational system, but also a plus to teachers as it shows the level of ingenuity and commitment of teachers toward effective delivery of the lesson. Teaching and learning facilities make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students (Naisujaki, Jackson, and Kirui, 2017). Likewise, Campbell (1999) agreed that Instructional materials enhance the teaching/learning process by exhibiting information necessary to acquire knowledge and skills.

Furthermore, Graham (1991) emphasized that education programmes cannot succeed without adequate facilities like the classroom, libraries, laboratories, technologies, to name just a few. He goes on to say that scientific laboratories and workshops need to be well equipped and supplied with consumables, and provision must be made for proper maintenance of buildings and equipment. Institutions should operate with well-stocked and up-to-date libraries that have sufficient study space and that cater to the teaching and research needs of the various academic departments. The quality of education and teaching institution, Graham (1991) keeps on saying, is related to extensive use of modern educational technologies, such as 'multi-media technology', 'network communication technology' and so on, which have increasingly become the quality of education and teaching the new 'growth points.' Please see Appendix IV for the table on facilities on innovation areas to boost competence as adopted.

Ekpor (2018), reiterated that where the facilities are inadequate, teachers will not be satisfied, and this will adversely affect their service delivery in the school system. Hence the students stand to suffer as they will be given inadequate education. In essence, both teachers and students cannot work effectively without adequate physical facilities. Owuamanam (2005) pointed out that the inadequacy of the necessary infrastructure has been a significant problem facing the

Nigerian educational system in the past two decades. This is noticeable in the gross deficiency of teaching materials, office and lecture spaces, lack of current books in the libraries, lack of ICT facilities and poorly equipped laboratories. In a study by Ahmed (2003), it was found that in most schools in Nigeria, teaching, and learning take place under a most non-conducive environment, lacking basic amenities and thus hindered the fulfilment of educational objectives. If the facilities are inadequate or dysfunctional, the learning process would be impaired, and academic productivity will decrease (Issah, Abubakar, and Wuptiga, 2016).

Teachers' satisfaction with the physical working environment implies that they are happy with the facilities that are provided and that the available facilities are adequate for their service delivery. Emah (as cited in Ekpoh, 2003), inadequate teaching facilities affect teachers' satisfaction on job performance and productivity. The satisfaction of students with their educational facilities is an essential tool to assess the quality of teaching and institutional effectiveness (Hussain, Jabbar, Hussain, Rehman & Saghir, 2014). The higher the level of satisfaction, the higher will be the level of students' skill development, course knowledge, and mentality (Malik, Danish & Usman, 2009). The success of any educational institution depends on the satisfaction of their students, particularly with the facilities provided by such an institution. Because students are the most critical stakeholders, and the primary consumers of the facilities in educational institutions and the satisfaction of all other stakeholders are dependent on the satisfaction of students (Khan, Ahmed & Nawaz, 2011; Marimuthu & Ismail, 2012). Bassey and Bassey (2008) observed that when teachers perceive a high level of resource availability and utilization in school, they will also tend to see a high level of teacher-job-efficiency in all aspects of school life, including actual teaching, service delivery, motivational ability and preparedness

in subject matter field. Awobodu (2000), noted that teacher utilization of appropriate equipment, materials, and tools in teaching facilitates learning and enhances students' achievement.

2.2.10 Teaching Models in Entrepreneurship Education

The archetypical supply, demand, and competence teaching models in entrepreneurship for higher education entered active discourse in the 2000s (Bécharde & Grégoire 2005). The framework put forward operational and ontological levels of teaching. The operational dimensions include teaching objectives, knowledge emphasized, pedagogical methods, and means as well as forms of assessment. Philosophical paradigms, theoretical bases, educators' conceptions about teaching, themselves, students, and about the knowledge taught are the dimensions situated at the ontological level. Different characteristics of the operational and ontological dimensions represent didactical and pedagogical choices and actions of educators, which converge into three teaching model archetypes that, in turn, find expression in Entrepreneurship Education (ibid, 2005). These archetypes were, for the first time mentioned in Reboul's (1999/1980) work on the philosophy of education.

Bécharde and Grégoire (2005) conceived that the methods used to deliver entrepreneurship content in higher education are the principal but not the only criterion that allows drawing distinctions between different teaching models. In a university or business school setting, the whole system of dimensions entailing the interaction of didactics (e.g. teaching aims, content, target groups), pedagogy (e.g. teaching methods and tools) and context (environment, infrastructure) should be examined at the operational level (Blenker et al. 2008; Fayolle & Gailly 2008; Bécharde & Grégoire 2007). The functional interplay of methods with other dimensions has not been researched extensively yet. Bécharde and Grégoire (2007) were the first to empirically illustrate the importing of the framework into Entrepreneurship Education by exploring

pedagogical innovations in four HEIs in North America and Europe. Overall, in previous literature, “little evidence is provided regarding the adequacy between methods used and audience specificities, methods and contents, methods and institutional constraints” as reasonably noticed by Fayolle (2013). However, as we know from educational science, learning is likely to become a result of teaching, when methods, plans, content, and other components of a study programme are selected appropriately (Biggs 1999; Prosser & Trigwell 1999). Respective teaching approaches become appropriate under certain starting conditions of the study matter, aims, type of audience, and expected outcomes.

Didactics concern educational design and are embedded in the curriculum delivered, where teaching aims should be aligned with the outcomes expected, content and type of knowledge emphasised (abstract or contextualised to a person, situation or actions), and the composition of student groups (based on age, gender, background discipline/specialisation or other criteria) exposed to a teaching process. Didactics subsequently form the rationale for the delivery of study programmes: implementing particular pedagogical methods and means, using specific tools and technologies, and choosing the type of educational intervention given the resources and options available (Kozlinska, 2016). Didactics and pedagogy belong to the operational level of teaching (Béchar and Grégoire, 2005).

Contextual anchoring of pedagogical interventions embodied in the support infrastructure comprises two related foci, according to Béchar and Grégoire (2007): arrangements that support intervention at the institutional and education system levels. These include the degree of academic autonomy and the mission of an HEI, the coordination mechanisms and practices of allocating resources, on the one hand, and degree of independence from governments and of centralisation of the higher education system and national policies towards innovation and

entrepreneurship, on the other side. In this vein, the newer version of the teaching models framework as of 2007 accounted for external influences on pedagogical innovations in EE not directly dependent upon educators. In terms of the entrepreneurship education design and delivery articulated in this thesis, state or internal regulations and financing, including education policy support, institutionalized support of student entrepreneurship established within a particular school, the level of university-industry cooperation and the entrepreneurship education infrastructure development, the educators' recruitment criteria can play a significant role in pedagogical choices and condition the creation of the respective learning environment (Fayolle 2013; Blenker, Dreisler, Færgemann & Kjeldsen, 2008). The learning environment itself features both physical and social aspects, for instance, the classroom's equipment, prototyping spaces, incubation facilities, and attitude to learning, pro-activity and engagement of students, respectively.

The ontological level of teaching is known to manifest itself at the operational level (Bécharde & Grégoire 2005). Hence, to conclude the ontological preoccupations of educators, it is justifiable to focus primarily on the operational dimensions and then extrapolate the obtained results to the higher-order ontological perspective. The operational level is also more viable to study empirically as it directly concerns the everyday problems and needs of educators. In terms of the ontological dimensions, the philosophical paradigm, as stipulated in the initial version of the teaching models framework as of 2005, can be replaced with the learning paradigm. The learning paradigm acts as a mediator between philosophical bases for teaching/learning (ontology, epistemology, and axiology) and actual methods and theories (Kyrö 2005). Accordingly, it presupposes fundamental theories of learning that correspond to the teaching models. In addition

to the other ontological dimensions proposed originally, the general approach to teaching, either content or process-driven, could be specified.

The combined and adapted version of Béchard & Grégoire's (2007, 2005) teaching models framework for entrepreneurship education pursued in this research project comprises six operational dimensions: curriculum, methodology, assessment, environment, regulations, and financing. 'Curriculum' includes teaching aims, group formation, and teaching content. 'Methodology' refers to methodological focus, methods, and means. 'Assessment' focuses on methods of assessment and measurement of entrepreneurship education outcomes. 'Regulations' cover entrepreneurship education policy, support structures, and training of educators. 'Financing' deals with budget allocations and entrepreneurship education-related income generation. 'Environment' includes social and physical settings and entrepreneurship education ecosystem development. The underpinnings of teaching and learning are taken in combination with contextual anchoring as operational specificities and the external dimensions more directed towards entrepreneurship education in comparison to the original framework (ibid, 2007). The ontological level features another six dimensions: dominant learning paradigm (behaviourism, cognitivism or constructivism) and educational theory as a base (a set of respective learning theories), approach (content or process-driven), and the educator's and student's conceptual roles in the educational process. Please see Appendix VI for Table, which describes every dimension according to the teaching model.

2.2.11 Supply Model

The supply model can be related to the education "about" entrepreneurship teaching mode, or, in Braun's (2011) terms, represents the "container knowledge" approach to entrepreneurship education, combining elements of the behaviourist and cognitivist learning paradigms. It

suggests a theoretical study of entrepreneurship rather than entrepreneurial training, and is entirely teaching-centred; therefore, often boring for students (Fiet 2000). The teaching process aims to explore the nature of entrepreneurship for students, to provide them with best practice examples, to develop their critical thinking based on a theoretical understanding of the phenomenon. The methodological focus is put on knowledge transmission, appraisal, and reproduction (Braun 2011; Löbler 2006). The methods applied are mainly lectures and seminars, where students solve exercises and use knowledge about entrepreneurship to solve case study problems. The model features summative assessment – through exams and tests – comparing results with some standard benchmark (Bécharde and Grégoire 2005). The system of measuring actual outcomes after graduation does not exist.

The supply model can often be traced to traditional universities. It features no considerable financial or regulatory support from management or targeted entrepreneurship education policy. Teaching takes place in a standard classroom or lecture amphitheatre and a homogeneous group of students; for example, all doing a bachelor's degree in "International Business." The educators usually do not possess experience in entrepreneurship. They may act as presenters and ordinary instructors. They tend to be dominant (but necessarily have to) and determine or decide what and how to learn. The role of students changes from passive and perceptive to analytical and critical. They mostly listen, read, process large amounts of information, memorize, and correct mistakes based upon formal assessments. The course content is predefined by scholarly research and existing theory, but the ontological approach to teaching is content-driven.

The behaviourist paradigm in the supply model is visible informal instruction and purposeful conditioning of a particular way of thinking and understanding reality. In Skinnerian consequences-based behaviour, teachers obligatorily set the objectives of the desired practice to

be achieved and reinforced by learners. Thorndike's idea of the external stimuli that determine behaviour implies that learning can be manipulated through the positive control meaning, where satisfying behaviour strengthens learning and should be reinforced, while unsatisfying behaviour including mistakes, should be avoided (Mueller, 2012). Punishments in the form of lowered grades, if this takes place, condition failure-avoidance reflexes. The behaviourist features of the supply model are compatible with the strategic adaptation perspective in the world of the entrepreneur where right or wrong individual decisions lead to successes or failures. However, it does not fit well with entrepreneurial reality for obvious reasons.

Cognitivism is the supply model questions what happens inside learners' heads. It shifts the focus from the stimulus-response principle, which does not always result in learning, to a surface or deeper cognitive understanding of the subject matter that gets stored in the short- or long-term memory (Mueller 2012; Sackney& Mergel, 2007). The most common applications of the cognitivist theories teach students how to remember, organise, and process information, elaborate upon as well as apply it (Hoy et al. 2013). The level of entrepreneurial knowledge resulting from entrepreneurship education depends on how several teaching methods are enacted. For instance, business planning can be a formal assignment where students familiarise themselves with the notions of the vision and mission of an organisation, cash flow, balance sheet, etc. and submit individual plans based on that. Alternatively, it can be a group work based on a particular case or a new idea that stimulates more discussion and thought processes making it compatible with the world of cognition, its linear phase specifically. Within this teaching model, the practical application of theory is, however, limited to in-class settings. All in all, the supply model that features elements of behaviourism and cognitivism can be useful for learning

to understand entrepreneurship followed by further levels – learning to become entrepreneurial and learning to become an entrepreneur (Hytti, 2008; Gorman, Hanlon & King 1997).

2.2.12 Demand Model

The demand model stands on the principles of late cognitivism and constructivism. Students are in the centre of this model as prospective or acting founder's/team members of a company within their biography and social setting (Müller & Diensberg 2011). The model embraces the worlds of (non-linear) cognition and process and runs in the education through entrepreneurship mode. Educators make and let students experience elements of the entrepreneurial process both inside and outside the classroom. Teaching is conceived in terms of developing and supporting the environment that enables the appropriation of knowledge, while the curricular focus rests with entrepreneurial personality development, facilitation of self-discovery, and self-appropriation in students. The approach to teaching is both content and process-driven.

Teaching within the model aims to increase motivation in choosing entrepreneurship as a possible career path, to develop the sense of initiative and entrepreneurial attitude, knowledge, and the skills of students applying in various settings (Béchar and Grégoire 2005). It strives to make the learning experience meaningful by organizing knowledge about theory and the practice of entrepreneurship, letting students understand, analyse and reflect upon their learning, forming a holistic picture (or an entrepreneurial gestalt) (Fiet 2000; Piaget 1929; Wertheimer 1922). It focuses on individual and group behaviour, life plans, and value creation calling for active knowledge construction combining the elements of the theory of cognitive development and gestalt (late cognitivism), praxeology, humanism, and experiential learning theory (constructivism). Respectively, methods applied within this model are meant to encourage exploration, discussion, and experimentation: field trips, simulations, thematic debates at

roundtables, elevator pitches, role plays, internships, reflections, to mention a few. Business planning and case studies are also applicable as long as they are delivered in a constructivist spirit. Teaching in the demand model takes the form of training and facilitation. Assessment is not only summative but also formative. Formative assessment is feedback-driven and aims to help students realise their strengths and weaknesses, provide personalised solutions to the learning challenges. Concept maps, reflections, and any work submitted for intermediary feedback are examples of formative assessment methods.

Authentically, learning content and methods should be selected beforehand based on student demands to ensure accommodation of new information into the cognitive structures of the learners in this teaching model (Sackney & Mergel 2007; Bécharde & Grégoire 2005). The theory calls for the adaptation of teaching materials to the developmental stage of the learners for them to accommodate the new information, thereby supporting the transfer and interference effects (Sackney & Mergel 2007). Piaget's theory coupled with Gestaltists' views underlines the idea of cognitivism that the cognitive processes are, in principle, controlled by the learners. The modification of the cognitive structures and the organisation of knowledge into a gestalt also means that learning involves the active construction of knowledge (Mueller 2012; Piaget 1929; Wertheimer, 1922). However, knowledge construction is conceived as an individual task, although often enacted in group settings as the several teaching methods foresee.

Within this model, higher demands are set for educators. They are expected to possess practical experience in entrepreneurship and its pedagogy to bring real-life examples into the classroom and share their expertise, to have a professional network of entrepreneurs to involve in entrepreneurship education. The educators are not only instructors as in the supply model, but mainly trainers and facilitators. The demand model is a step forward towards the wide, active

and generative role of students, where they are acting, thinking, knowing, and reflecting on their learning experience.

2.2.13 Competence Model

Finally, the competency model is concerned with developing entrepreneurial competencies for venture creation and is concordant with the social constructivist paradigm. The education for entrepreneurship teaching mode and the world of method come into play here. Teaching takes the forms of coaching, training and mentoring (Müller & Diensberg 2011; Löbler 2006), ensuring self-directed and experiential learning for students to make them apply the knowledge that is given when needed, and change or create new knowledge (Heinonen & Poikkijoki 2006) that is socially or team-embedded. Knowledge acquired by the learners, based on situational needs during this process, is much more valuable than that readily prepared and transmitted during standard lectures because it is applied instantly and stays in the long-term memory (Mueller 2012).

Within the interactive and authentic learning environment, the model foresees experiencing the entrepreneurial process, interdisciplinary teamwork, and university-industry cooperation, including novel platforms such as innovation factories, venture and living labs, science, and technology parks, among others (Löbler 2006). Given that deep and meaningful learning usually occurs during periods of confusion, through reflection upon and resolution of cognitive conflict, either the created environment or the tasks and projects learners complete are supposed to confront them with a novel situation pushing them out of comfort zones thereby extending the boundaries (Sackney & Mergel 2007). Constructivist learning involves a significant amount of teamwork, encourages questioning, experimentation, reflection, process-based feedback, and revolves around solving real-life problems (Park, Cho, Won Yoon & Han, 2013). Some of the

typical teaching methods in this model are the creation of student enterprises, 24hr entrepreneurship camps, and real-live projects with companies, mentorship, and others (Kozlinska, 2016). Unlike in the supply model, the students are allowed to make mistakes and are encouraged to celebrate them as the reality is always uncertainty-led, and mistakes are to be learnt from (Löbler 2006). Activities exploring and being based on contradictions, change, and dynamism are often called entrepreneurial, but they also make up the axiological standpoints of the constructivist paradigm (Murphy, Liao & Welsch, 2006; Kyrö 2005).

2.3 Empirical Studies

Graduate unemployment in Nigeria has become a national concern as the unemployed youths posed a great challenge to the socio-economic of the country (Samuel, Ofem, & Ikuenomore, 2012). The high level of unemployment and its associated social ills have been traced to poor entrepreneurship education and skills development among students in tertiary institutions, and this is manifested in a number of deficiencies that these graduates exhibit in their workplaces such as lack of analytical skills; lack of entrepreneurial and problem solving/decision-making skills; and inadequate technical skills (Ugwu & Ezeani, 2012).

Efforts have been made by various governments and institutions in Nigeria to tackle the increasing rate of graduate unemployment in the country through job creation and facilitation of various mechanisms to empower graduates. A good example is the establishment of the National Directorate of Employment (NDE) in 1986, Millennium Development Goals (MDGs) of 2000, the National Economic Empowerment and Development Strategy (NEEDS) reform in 2003, Youth Enterprise with Innovation in Nigeria (YOU-WIN) of 2011 and the Subsidy Re-Investment Programme (SURE-P) of 2012, etc. However, it has been observed that these efforts have achieved limited success in reducing graduate unemployment, as is evidenced in the

prevailing unemployment rates in the country. The high rate of graduate unemployment in Nigeria has been blamed on the fact that most graduates from Nigerian universities are unemployable (Agu & Chiaha, 2013).

2.3.1 Studies on Entrepreneurship Education

Onah (2006) carried out a study on entrepreneurship education needs of self-employed artisans and craftsmen in Enugu urban. The purpose of the study was to find out the entrepreneurial education needs required by craftsmen and artisans. Six research questions and three null hypotheses guided the study. The researcher used a descriptive design for the study. The population of the study comprised 1,840 artisans/craftsmen, while the sample used for the study was 600 artisans/craftsmen. The instrument used for data collection was a structured 30- item questionnaire. Mean scores were used to answer the research questions, while a two-way ANOVA was used to test the null hypothesis. The findings of the study show that six entrepreneurial skills, which include management skills, accounting skills, public relations skills, marketing skills, communication skills, and record-keeping skills, are critical to every self-employed craftsman and artisan. The study suggested strategies self-employed craftsmen and artisans could utilize to meet up with or realize their goals. These strategies include; skills in stating or formulating clear goals with good initiative, ability to maintain/sustain personal drive, competency in maintaining singleness of purpose, skills in developing the right attitudes to work.

Agu and Chiaha (2013) carried out a study on entrepreneurship education and graduate employability in Nigeria. The purpose of the study was to investigate entrepreneurship education and the employability of university graduates in Nigeria. Two research questions and two null hypotheses guided the study. The survey research design was used for the study. The sample for the study was 320 drawn from the population of 3,780 participants using a multistage sampling

technique. Three instruments were used for the data collection. These include structured questionnaires on graduate entrepreneurship education and employability skills (GEESQ), interview schedules, and entrepreneurship content analysis. The structured questionnaire consisted of 25 items. The researchers found that entrepreneurship education enables graduates to possess employability skills. According to the researchers, entrepreneurship education inculcates employability skills and consequently leads to a high entrepreneurial index (EI) of the graduates. The reviewed study is related to the present study because they both seek to investigate the employability of graduates. However, while the reviewed research focused on the employability of university graduates in Nigeria, the present study aims to examine the influence of entrepreneurship teaching and learning facilities on the competence of library and information science students in northern Nigerian universities. A major defect of the study is that the analysis adopted is inappropriate to address the objective of the study; t-test and ANOVA are the tests of differences, not test of effect or influence.

2.3.2 Studies on Teaching and Learning Entrepreneurship

Maifata and Aliyu (2016) investigated the effects of Pedagogical Approaches to Teaching and Learning Entrepreneurship Education on Library and Information Science Students in LIS Schools in the Universities in the North-West States of Nigeria. The study adopted a survey research design, and the questionnaire was used as an instrument for data collection. The population of the study was made up of the academic members and students of LIS Schools in Ahmadu Bello University Zaria and Umaru Musa Yar'adua University, Katsina. Twenty-nine 29 academic members and 283 students were selected as sample for the study, two research questions and one hypothesis were formulated and tested. Descriptive and Inferential statistics were used to analyse the data collected. The null hypothesis formulated was rejected suggesting

that there is significant relationship between the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in the LIS Schools and the effect of Entrepreneurship Education on the LIS Students. The study reveals that effectiveness of the entrepreneurial pedagogy is of paramount importance and should be developed in the university system. Indeed, the method of teaching should be based on students rather than the lecturer; it also reveals that students prefer learning entrepreneurship through practical approaches rather than through theoretical ones. The study recommends that the academic members(lecturers) need to adopt practical teaching strategies such as Problem based learning, creative problem-solving techniques, case study/discussion method experiential learning, etc.

Another study by Maifata and Mohammed (2016) investigated the challenges of Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in the Universities in the North-West States of Nigeria. The study adopted a survey research design, and the questionnaire was used as an instrument for data collection. The population of the study was made up of the academic members and students of LIS Schools in Ahmadu Bello University Zaria and Umaru Musa Yar'adua University, Katsina. Twenty-nine 29 academic members and 283 students were selected as sample for the study, two research questions and one hypothesis were formulated and tested. Descriptive and Inferential statistics were used to analyse the data collected. The null hypothesis formulated was rejected suggesting that there is significant relationship between the Challenges of Teaching and Learning Entrepreneurship Education and the effect of entrepreneurship education on the LIS Students. The study reveals that inadequate funding, insufficient teaching gadgets for practical –oriented training, emphasis on theoretical knowledge, poor enabling environment, ineffective style of instruction, weak planning, supervision & evaluation of the programme across board, among others affects the success of

entrepreneurship education. The study recommends emphasizing practical knowledge, establishment of entrepreneurship centre, and provision of adequate funding, supply of teaching gadgets for practical-oriented training, effective planning, supervision, and evaluation of the programme across board.

Agu, Chiaha, and Ikeme (2013) carried out a study on a paradigm shift in entrepreneurship education pedagogy in Nigeria: issues that must be confronted to evolve best practices. The purpose of the study was to find out if the pedagogies for entrepreneurship education delivery in Nigerian universities correspond with those of best practice universities. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey and quasi-experimental research designs. The population for the study comprised of 850 while the sample used for the study comprised of 252 students. Three instruments were used for data collection. They are questionnaire, group discussion guide and thirdly, skill development test questionnaire. The structured questionnaire comprised of 13 items. The researcher found that business plan competition (BPC) pedagogy is usually used in Nigerian universities. Additionally, the light pedagogy category used by the researcher is not able to impart significantly on students' entrepreneurial skills. The studies reviewed pedagogical approaches adopted for teaching and learning without considering how the teaching and learning facilities influence students' competence and skills acquisition, which the current research is trying to address.

2.3.3 Studies on Entrepreneurial Skills and Competence

A study by Cubico, Gadioli, Bellotto, Formicuzzi, Favretto, and Sartori (2017), focuses on Entrepreneurial Competencies and Business Creation, describing and analysing the perception that Italian university students have about entrepreneurship in Higher Education. A quantitative research method was used (a questionnaire structured and applied to a sample of 1918 university

students). The most significant results are: 71% of the students do not work; 7% are entrepreneurs, and out of 71% of students who do not work, 39% never had work experience. However, most of the respondents show interest in starting a business, and this perception decreases over the years. Moreover, 58.4% do not believe that the university can help a student find a job, and 57.6% believe that the university can help an entrepreneur, but only 12.8% actually. A Supranational Policy of Education indicates that Higher Education should develop competencies in students, especially those that considered as critical competencies for a student such as initiative, Sense of enterprise and entrepreneurship, but how useful these indications are in reality if, as percentages show, only a few students opt for an entrepreneurial career.

Agbogidi (2007) carried out a study on entrepreneurial skills required by auto-mechanics technology students in the technical colleges for establishing small and medium scale enterprises in Delta state. The purpose was to identify the entrepreneurial skills needed by auto-mechanics technology students. A descriptive survey design was used for the study. No sampling was carried out since the number of respondents was small. Therefore, the entire population was used for the study, which is 59 respondents. A 10-item questionnaire was used to elicit information from the respondents. The researcher found that efficiency in automobile repairs and other areas require that workers be given skills and knowledge adequate to handle the work that they perform. These skills include managerial skills, financial management skills, marketing skills, and communication skills. The reviewed study is related to the present study in the sense that the study addressed entrepreneurial skills required by auto mechanics technology students in technical colleges for establishing small and medium scale enterprises, while the present study emphasized the entrepreneurial competence and skills acquisition of students. However, the reviewed research only investigated communication skills, marketing skills, financial

management skills, and managerial skills, without minding the factors that influence entrepreneurial competence and skills acquisition.

Eziama (2002) carried out a study on the entrepreneurial skill needs of women in small-scale enterprises in Imo state. The purpose of the study was to find out the entrepreneurial skills (managerial, personality and human relation skills, marketing, sales, financing, and accounting skills) needed by women entrepreneurs operating small-scale enterprises in Imo state, Nigeria. A descriptive survey design was used for the study. The population used for the study was 985, and the sample for the study consisted of 252 literate women (managers/owners) of small-scale enterprises. A 30- item questionnaire was used to elicit information from the respondents. The findings of the study show that women entrepreneurs operating small scale enterprises in Imo state require entrepreneurial skills such as; managerial skills, personality, and human relations skills, marketing skills, financial management, and accounting skills. This study is related to the present study in the sense that it addressed entrepreneurial skills. However, it did not address the factors that influence entrepreneurial competence.

Anyakoha (1994) conducted a study on enhancing the entrepreneurial skills of operators of home economics-related businesses and its implications for entrepreneurship education. The primary purpose of the study was to determine the entrepreneurial skills of operators of home economics-related businesses and their impact on entrepreneurship education. The population comprised 1,894 entrepreneurs of home economics-related businesses in Enugu state, while the sample used for the study was 322. A structured questionnaire consisting of 42 items was used to elicit information from the respondents. Mean, and the standard deviation was used to analyze the data. The study found about sixteen personal skills and sixteen management-related skills needed by operators of home Economics- related businesses. These include the ability to take a

calculated risk, accept responsibility for ones' action, and relate appropriately with people, keep appropriate records and inventories and interpret financial statements. However, the design was silent, and it was difficult to know whether or not other confounding variables were controlled during the study.

Obi (2001) studied the communication skills needed by university graduate employees for successful job performance in business organizations. The purpose of the study was to find out the communication skills needed by university graduate employees. Three research questions guided the study. A descriptive survey design was used for the study. The sample for the study consisted of 250 drawn from a population of 780 respondents. A 30-item questionnaire was used to elicit information from the respondents. The findings of the study show that employees differed in their rating of the importance of writing, speaking, reading, and listening skills required by university graduate employees for successful job performance, but not significantly. The study concluded that university graduate employees were perceived deficient in all four clusters of communication skills.

Another study by Olefero, Okon and Akpan, (2013) on the relevance of entrepreneurial training programme in the universities on graduates' productivity. Three null hypotheses were formulated. A sample size of 1200 graduates was randomly selected from the South-South Geopolitical Zone in Nigeria. The instrument used for the study was the Entrepreneurial Training Programme in the Universities and Graduates Productivity Questionnaire (ETPUGPQ). The instrument was validated with the help of three experts in vocational education. The corrected version was subjected to the test of reliability using Cronbach Alpha, and the reliability coefficient stood at 0.85, justifying the use of the instrument. The data obtained were analyzed using Multiple Linear Regression at 0.05 alpha levels. It was found that entrepreneurial training

programme in the universities is significantly relevant to graduates' productivity. It was concluded and recommended that the government and the National University Commission (NUC) should make it compulsory for faculties offering professional courses to encourage students' participation in practical works. Also it was recommended that Entrepreneurship Education curriculum should be developed to cater to the vastly changing needs of the labour market.

James (2006) carried out a study on pre-service skill needs for increasing the employability of technical college graduates in Niger state. The purpose of the study was to determine the pre-service skills needed by technical college graduates in relation to the labour market skills requirements for increased employability. Three research questions and one null hypothesis guided the study. The survey research design was used for the study. The total population for the study was 286. There was no sampling since the population was of manageable size. A structured questionnaire consisting of 92 items was used to elicit information from the respondents. Mean, and the standard deviation was used to analyse the data and answer the research questions. The researchers found that employers prefer finished products or graduates of universities who possess adequate and relevant employability skills and would not need expensive re-training on the job.

Shaibu (2006) carried out a study on the E-literacy skills of technology and vocational education lecturers and students in tertiary institutions in the North Central zone of Nigeria. The primary purpose of the study was to find out the level of electronic literacy skills of technology and vocational education lecturers and students of tertiary institutions in the North Central zone of Nigeria. Five research questions and five null hypotheses guided the study. The researcher used a descriptive survey design for the study. The sample for the study comprised of 500 respondents.

The instrument used for data collection was a structured questionnaire. The findings of the study revealed that the respondents did not possess skills in data management operation and possess a low level of word processing skills. The study also revealed that most tertiary institutions lack competent personnel to teach these skills, and lecturers are not allowed to update their knowledge in the new technologies.

Anaele (1997) conducted a study to identify the entrepreneurial competencies needed by technical college students for self-employment. The major purpose of the study was to determine the entrepreneurial competencies required by technical college students for self-employment. The population of the study comprised 514 entrepreneurs in technical occupations and 388 technical teachers in Abia, Anambra, Ebonyi, Enugu, and Imo states. The study employed a descriptive survey design. The study identified about ninety (90) entrepreneurial competencies needed by technical college students for self-employment. A weakness in this study is that I did not look into the factors that influence skills acquisition and competences.

2.3.4 Studies on Teaching and Learning Facilities

Roeser (1996), as cited in Senate Research Team, NSUK (2017), equally carried out a study to investigate the impact of poor motivational facilities in the school environment and students' academic performance. Two hundred and ninety-six (296) randomly selected students participated in this study. Students' responses to self-report questionnaires revealed that 79% of them were adversely affected academically by poor motivational facilities in the school, while 21% showed that the lack of motivational facilities in the University premises had no adverse impact on their academic performance. The results indicate that more people were affected by poor motivational facilities at the school. This means that adequate motivational facilities have a profound influence on students' academic performance. However, this study had a weakness in

that, the design was silent, and it was difficult to know whether or not other confounding variables were controlled during the study.

Karamera (2003), as cited in Senate Research Team, NSUK (2017), assessed the effect of learning facilities on academic performance. The study used correlation analysis and found that students and found that students' satisfaction with the academic environment and the facilities in the library, the computer lab is positively correlated with student academic performance. The use of correlation may not establish the effect as a correlation on measures association between variables, not effect.

Mustaq and Khna (2012), evaluated factors affecting the student's performance in Pakistan using a sample of 155 undergraduates. Using multiple regression analysis, the study found that learning facilities have a significant positive effect on academic performance. The sample size of the study is relatively small and other factors such as competence and skills acquisition were not considered.

2.3.5 Studies on Satisfaction and Utilization of Teaching and Learning Facilities

Oluwunmi, Durodola & Ajayi (2015) measured students' satisfaction with classroom facilities in three (3) private Universities in Ado-Odo Ota Local Government Council Area of Ogun State. A questionnaire was administered to 570 randomly selected students, and a response rate of 76% was achieved. Using descriptive statistics, the study revealed that students were satisfied with electricity supply, ceiling finishes, windows/doors and furniture in their classrooms but, dissatisfied with the provision and availability of air-conditioning and internet facilities in classrooms.

Another study by Oluwunmi, Durodola and Ajayi (2016) analysed students' perception of the quality of facilities and services in four private university libraries in Ogun State. A modified SERVPERF questionnaire was developed and administered to seven hundred, and forty-four (744) students and a 70% response rate were achieved and analysed. Using SERVPERF dimensions (tangibility, responsiveness, reliability, assurance, and empathy), the study revealed that students' general perception of library services in the four (4) universities is above average. However, some facilities in the libraries like parking space and escape routes were rated very low.

The study conducted by Kassim (2009) assessed the library's performance of an academic library in Malaysia by measuring users' satisfaction with library services, infrastructure/place/space, and collection/information provided. Six hundred and fifty (650) final year students from three faculties in a public university in Malaysia were sampled to seek their opinions on their satisfaction level based on statements regarding the three dimensions. Using descriptive and inferential statistics, findings showed that, on average, the respondents were only satisfied with the library services, infrastructure/place/space, collection/information of the library. However, they were relatively satisfied with infrastructure/place/space, collection/information, and library services to users in that order. The study also revealed significant differences in the satisfaction of services, infrastructure/place/space, and libraries' collection/information among the respondents of the three faculties. The findings suggested amongst others that libraries should improve their service, infrastructure, and collections to serve users' learning and research needs.

A study by Oluwunmi, Ajibola, Iroham, and Eluyele (2017), examines students' level of satisfaction with the library, ICT laboratory, and classroom facilities in five private universities

in Ogun State, Nigeria. Seven hundred and seventy copies of a questionnaire were distributed while five hundred and twenty-two were returned and valid for further processing. Data analysis using frequency distribution and weighted mean revealed that the students were generally satisfied with electricity supply and furniture in all three facilities; however, they were not satisfied with the number of facilities, and as such, it affected their academic achievement.

A study by Usen (2016), examined the relationship between teachers' utilization of school facilities and academic achievement of student nurses in Human Biology in schools of Nursing in Akwa Ibom State. Four (4) specific objectives, four (4) research questions, and four (4) null hypotheses were formulated to guide the study. The ex-post facto survey design was adopted for the study. The research population was One Hundred, and Seventy-Three (173) student nurses in Preliminary Training Session (PTS) in the three (3) accredited Schools of Nursing in Akwa Ibom State. The sample size of One Hundred (100) students was selected for the study using a proportionate stratified random sampling technique. The researcher developed two (2) instruments tagged 'Teachers' Utilization of School Facilities Questionnaire (TUSFQ)' and 'Students' Achievement Test on Human Biology (SATHB)' used in collecting data for the study. The TUSFQ and SATHB were validated through face validity by three (3) experts in the Test and Measurement unit of Faculty of Education, University of Uyo, Uyo, and three (3) other experts in Directorate of Nursing Services, Ministry of Health, Uyo respectively. The reliability coefficients of 0.82 and 0.74 for TUSFQ and SATHB respectively were established using Spearman Brown Reliability Analysis. Pearson's Product Moment Correlation (PPMC) was used for data treatment. The findings of the research revealed that there exists a significant positive relationship between teachers' utilization of school facilities (library, laboratory, information,

and communication technology (ICT) center and recreation center) and academic achievement of student nurses in Human Biology.

James (2015), investigated the availability and utilization of instructional facilities and material for the effective teaching of Basic Electricity in Ebonyi State technical colleges. Two research questions and one hypothesis guided the study. It was a survey research design, and the entire population of Basic Electricity technical teachers together with their SSII and SSIII students with a total of 150 were used. Due to this size of the population, no sampling was carried out. The instrument for data collection was a structured and validated questionnaire with a reliability coefficient of stability 0.86. The questionnaire was distributed by hand and also collected back after completion with the help of three research assistants. Frequency counts and percentages were used to answer research question one while mean ratings were used to answer the second research question. The hypothesis was tested with t-test statistics. The findings revealed that many vital facilities and materials are not available while some available ones are not even effectively utilized for the teaching of Basic electricity.

2.4 Theoretical Framework

This is a presentation of a theoretical review that is related to teaching and learning facilities of entrepreneurship education in Library and Information Science Schools in the Universities in Northern Nigeria.

2.4.1 Learning Theories

Teaching and learning are inherent processes in our lives that bring the achievements and failures shaping our personalities. Humans are being taught and start learning in early childhood through guidance from their elders and their own experiences alike. Learning is a complex lifelong process of acquiring new or reinforcing existing knowledge, skills, attitudes, behaviours, values, or preferences (Hoy, Davis & Anderman. 2013; Schacter, Gilbert & Wegner, 2009). Teaching, in turn, is an intentional activity aimed at bringing about learning by imparting those competencies, behaviours, values, etc. from a teacher to a learner. It can take the form of standard instruction, training, coaching or consultancy, facilitation, or mentoring depending on the epistemological position implicitly or explicitly accepted as a basis (Müller & Diensberg 2011; Kyrö 2005; Hirst 1971).

Training is a service that addresses personality, character, and related personal competences, above standard teaching or lecturing that aims to impart information. Coaching is a highly individualized service, which in addition to training, also provides selected guidance and advice, for instance, when starting new companies – about resources, decision-making, problem-solving, goal achievement, and performance enhancement. Consultancy is a process that above all, addresses the material and decisional aspects of an activity (e.g. starting up a company) (Müller & Diensberg 2011). Facilitation is used to help groups of learners develop processes that are effective to accomplish desired outcomes. Mentoring is an informal one-to-one style or form of

teaching based on rapport, whereby mentors act as senior co-participants and hold a personal interest in the learning process (Wild, Shambaugh, Isberg & Kaul, 1999).

There are three main perspectives on learning, or paradigms, that are commonly distinguished in the literature – behaviourism, cognitivism, and constructivism. Theories are a systematic body of knowledge that makes it possible to explain and predict processes or phenomena. Models are simplified representations of reality. A framework is a broader concept entailing theories, models, concepts and methods. A paradigm is a fundamental aggregation of trusted frameworks, accepted patterns in scientific knowledge as well as agreed philosophical bases (Sackney & Mergel 2007; Kyrö 2006, based on Kuhn 1996; Choi 1993). They form as a result of the development of scientific understanding, intensive discourse into the dynamics of the phenomenon, and the appearance of differing and justified theories that precede this formation. Each paradigm constitutes certain kinds of ontological, axiological, and epistemological positions; that is, ideas of how reality is constructed, what is considered valuable in this reality, and how knowledge about it can be acquired (Kyrö 2008). While each paradigm is unique and different from others, they are at the same time complementary, reflecting the evolution of scientific thought, where the more novel attempts to bridge gaps in its predecessor.

Behaviourism maintains that learning occurs as a result of a change in behaviour achieved through repetition, where “good” or correct actions are praised and “bad” or erroneous actions are discouraged (Woolfolk and Hoy 2013). This paradigm emphasises Aristotelian and Darwinist truth, accepting that any behaviour can be observed, measured, and changed (Kyrö 2005). Behaviourists believe that responses to environmental stimuli shape behaviours; hence, internal cognitive processes are of little or no concern (Woolfolk & Hoy 2013; Sackney & Mergel 2007).

Cognitivism stands on the power of human cognition and rationalism, positing that behaviour is a consequence of the thought process (ibid, 2007; Kyrö 2005). Therefore, unlike behaviourists, followers of this paradigm view learning as a process dependent on rules and algorithms of mental function. This process is located inside a person and consists of a constant relation of new information to previously acquired (Woolfolk & Hoy 2013). “Cogito ergo sum” – the famous philosophical expression of Descartes – accords well with the standpoints of this paradigm.

Constructivism is a relatively modern learning paradigm based on the premise that individuals construct their reality, deriving sense, and meaning from events and activities through individual experience (ibid, 2013; Sackney & Mergel 2007). Learning is a process where individuals always have to be active and take responsibility for their development and progress. To a large extent, this process is shaped by prior knowledge, mental structures, and the beliefs of the learners (Woolfolk & Hoy 2013). Social constructivism is a logical continuation of the constructivist paradigm applied in social settings, where knowledge is constructed by groups of learners for one another, and learning comes as a result of the interaction of an individual with groups. It stands on the centrality of social and cultural contexts in learning (Hoy et al. 2013).

2.4.2 System Theory

This drew upon Bertalanffy's (1968) theory known as System Theory. According to this theory, a system can be said to consist of four things. The first is objects – the parts, elements, or variables within the system. These may be physical or abstract or both, depending on the nature of the system. Second, a system consists of attributes – the qualities or properties of the system and its objects. Third, a system has internal relationships among its objects. Fourth, systems exist in an environment. A system, then, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts (Infante, Rancer & Womack 1997).

According to Infante et al. (1997), the fundamental systems-interactive paradigm of organizational analysis features the continual stages of input, throughput (processing), and output. Several system characteristics are wholeness and interdependence (the whole is more than the sum of all parts), correlations, perceiving causes, chain of influence, hierarchy, supra-systems and subsystems, self-regulation and control, goal-oriented, interchange with the environment, inputs/outputs, the need for balance/homeostasis, change and adaptability (morphogenesis) and equifinality. System Theory will be one of the guided theory in the study because schools are systems where the teaching/learning process is observed as a throughput (process) used to transform inputs students and resources into outputs (graduates with entrepreneurial competence). In schools, we will also observe an interrelation between teachers, resources, and students, which constitute a sine quo none condition for the effectiveness of the teaching/learning process. Realistically, any school has objectives to achieve, and achieving them requires it to treat all the elements involved in the process (inputs like resources, teachers, and students; throughputs like teaching and learning facilities and outputs like graduates with entrepreneurial competence) as interdependent.

2.5 Summary of the Review

The study reviewed the concepts of entrepreneurship, teaching, learning, and competency, competencies of entrepreneurs, levels of entrepreneurial competencies, concept of facilities, and teaching and learning resources.

Two theories and a model related to the study were reviewed. They are the system theory, learning theories, and teaching models in entrepreneurship education.

Empirical studies related to this study were reviewed, the reviewed studies covered entrepreneurship education, entrepreneurial skills and competencies, teaching and learning

entrepreneurship, and teaching and learning facilities. However, among these studies, none focused on the influence of entrepreneurship teaching and learning facilities on the competence of library and information science students in Northern Nigerian universities. This shows that no known work has been done in the area to the best interest of the researcher. This creates a gap which the existing study intends to fill.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology adopted for the study under the following headings: Research method, research design, population of the study, sample size and sampling techniques, instruments of data collection, validity, and reliability of the instrument, procedure for data collection, procedures for data analysis and model specification.

3.2 Research Method Adopted

Given the nature of this research, the research work adopted a quantitative method approach to enable the researcher to answer the research questions using both measurements of descriptive information and numerical quantities.

3.3 Research Design

A descriptive research design was used. Descriptive research comprises the survey and fact-finding inquiries of different types. The main objective of descriptive research is to describe the state of affairs as it prevails at the time of study. The survey research design was adopted for this study. This was found to be the most appropriate because the researcher used sample to generalise results or claims to the population. According to Creswell (2009), survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. From the sample results, the researcher generalizes or makes claims about the population. In the same vein, Osuala (2005) referred to survey research as a process of selecting and studying samples chosen from a population. Hence, it was considered a suitable method for this study.

3.4 Population of the Study

The population of this study comprised of all the universities in the Northern states of Nigeria accredited by the National Universities Commission (NUC) and are awarding a minimum of first degree in Library and Information Science with an accreditation status as at June 2017. According to the NUC (2018), there are ten (10) universities in the Northern states of Nigeria with accreditation status awarding a minimum of first degree in Library and Information Science. There are seven Federal Universities and three state universities offering Library and Information Science programme with accreditation status in the Northern states of Nigeria as at June 2017. The study focused on faculty members and students.

Table 3.1 Library and Information Science Schools Studied

S/N	Name of the University	Proprietor	Faculty Members	Students
1	Abubakar Tafawa Balewa University, Bauchi	Federal	8	146
2	Ahmadu Bello University, Zaria	Federal	14	341
3	Bayero University, Kano	Federal	24	201
4	Benue State University, Makurdi	State	6	319
5	Federal University of Technology, Minna	Federal	12	193
6	Kogi State University, Anyigba	State	18	112
7	Umaru Musa Yar'adua University, Katsina	State	10	204
8	University of Ilorin	Federal	21	211
9	University of Jos	Federal	19	198
10	University of Maiduguri	Federal	11	143
	Total		143	2068

Source: (i) NUC Interim Accreditation Report (2018)
(ii) Faculty Records from the Universities studied (2018)

3.5 Sample Size and Sampling Technique Adopted

For the purpose of this study, the researcher employed proportionate sampling technique and the simple random sampling technique with replacement. The proportionate technique was employed to proportionately allocate the sample size to the various institutions studied based on the size of their respective population. While, the simple random sampling technique was

employed to give each member of the population equal chance of being selected. A study sample is generally known as a part portion or ratio representation of population. Kumbo and Tromp (2006) stated that sampling technique is a procedure used by a researcher in selecting a proportion representing a chosen population in the study elements and characteristics.

Furthermore, proportionate stratified random sampling techniques was employed to select members of the sample. The choice of the stratified and proportionate sampling techniques was informed by the assertion of Ndiyo (2005), that stratified sampling technique is used when the total population is divided into two segments based on a chosen criterion. Thus, fifty percent (50%) of the universities (5) and their faculty members and students were selected as sample. This position has been supported by Bell (1987), who posited that a sample of 50% of a population is adequate for behavioural research such as this. The ideal method according to him is stratified random sampling that gives chance. The law of probability determines which members of the population are to be selected. When sampling is employed whether the sample is large or small, the errors of sampling may be estimated giving researchers an idea of the confidence that they place on their findings. This study drew the students and faculty members sample using the sample table proposed by Krejcie and Morgan (1970) at 95% confidence level (See Appendix VII for the table).

Table 3.2 Sampled Library and Information Science Schools Studied

S/N	Name of the University	Ownership	Faculty Members	Students
1	Abubakar Tafawa Balewa University, Bauchi	Federal	8	146
2	Ahmadu Bello University, Zaria	Federal	14	341
3	Benue State University, Makurdi	State	6	319
4	Federal University of Technology, Minna	Federal	12	193
5	Umaru Musa Yar'adua University, Katsina	State	10	204
	Total		50	1203

Source: Records from the Universities (2019)

Table 3.2 presents the selected universities that represented the universities studied. Using the Krejcie and Morgan (1970) sampling technique, the sample size of the students was 291 from 1203 population. The sample size of the faculty members was 50 from a population of 50. This made the total sample size of faculty members and students to be 341 (50 + 291). After adjusting for non-response based on the experience during the pilot study, the new sample size for students is now 378 after adding 30% of the sample size. This took care of the incorrect filling and failure of some respondents to return the questionnaires (Isreal, 2013). This is contained in table 3.2.1

Table 3.2.1: Adjusted Sampled of LIS Schools Studied

S/N	University	Students Size	Proportionate	Proportionate Sample Size
1	Abubakar Tafawa Balewa University, Bauchi	146	146/1203*378	46
2	Ahmadu Bello University, Zaria	341	341/1203*378	107
3	Benue State University, Makurdi	319	319/1203*378	100
4	Federal University of Technology, Minna	193	193/1203*378	61
5	Umaru Musa Yar'adua University, Katsina	204	204/1203*378	64
	Total	1203		378

Source: Records from the Universities (2019)

3.6 Instrument for Data Collection

Questionnaire was used as a research instrument for data collection in this study. The choice of questionnaire was based on the fact that it facilitates collection of data in a uniform manner from a large number of respondents, spread over a large area within a short period of time which can then be interpreted comparatively (Radhakrishina, 2001). The questionnaire was divided into two parts (A & B). Part A is the demographic aspect of the respondents, while Part B is about the influence of teaching and learning facilities on students' entrepreneurial competence in Library and Information Science schools studied.

3.7 Validity of the Instrument

In order to ascertain the validity of the instrument used, the researcher subjected it to research experts', colleagues' and supervisors' validation. Content validity normally assesses the adequacy of the items. It ensures that the measure covers the broad range of areas within the concept studied. The panel of experts ensured that the content areas were adequately sampled. Construct validity ensures that the measure actually measured what it is intended to measure. Using a panel of experts familiar with the construct in which this type of validity assessed, the instrument was corrected and the comments of the supervisors were incorporated to improve the items structure and format before it was administered.

3.8 Reliability of the Instrument

Internal consistency is usually measured with Cronbach's Alpha, a statistic calculated from the pairwise correlations between items (Ursachi, Horodnic, & Zait, 2015). Internal consistency ranges between zero and one. A commonly-accepted rule of thumb is that an Alpha of 0.6-0.7 indicates acceptable reliability, and 0.8 or higher indicates good reliability. High reliabilities (0.95 or higher) are not necessarily desirable, as it indicates that the items may be entirely redundant (Hulin, Netemeyer & Cudeck, 2001). The goal in designing a reliable instrument is for scores on similar items to be related (internally consistent), but for each to contribute some unique information as well.

For the purpose of testing internal consistency and reliability of the instruments used, a pilot study was conducted at the University of Nigeria Nsukka, and Cronbach Alpha for each instrument was determined. The Cronbach Alpha value for the instrument for faculty members is 0.8737 while that of students is 0.8939 (see appendices VII and VIII). These values confirmed the reliability of the instruments used for the study.

3.9 Procedure for Data Collection

An introductory letter from the Department introducing the researcher and the purpose of the research to the respondents in order to facilitate data collection was used. The questionnaire was administered by the researcher to the respondents in the study area with the help of three (3) trained research assistants. One month was used for the administration and retrieval of the completed questionnaires administered to the respondents.

3.10 Procedure for Data Analysis

Various statistical techniques were adopted for the analysis of data. Software Package for Social Sciences (SPSS) was used, Descriptive and Inferential statistical methods were also used to present the data collected and Mean and Standard Deviation were employed to analyse the data that related to the research questions. Modified Likert scales were used in the study that comprised five points rating; SA (3.50-4.00), A (2.50-3.49), D (1.50-2.49), SD (1.00-1.49) and U (0.00-0.99). A theoretical mean of 4.00 was taken as a criterion to judge the mean for the items in all the sections. Hence, an item in any section of the instrument with a mean score equal to 3.00 was regarded to be significant and agreeable, while item with less than 3.00 mean scores were regarded as not significant and disagreeable.

In order to test the hypotheses of the study, the various responses on Likert scale were averaged to create a single mean response value per respondent. The mean responses for each of the variables constitute the main data fed into the multiple regression model.

3.10.1 Model Specification

This study employed Ordinary Least Square (OLS) regression to test the hypotheses of the study based on the multiple regression model below:

$$ECS = \beta_0 + \beta_1 ATLF_i + \beta_2 ATLF_i + \beta_3 ITLF_i + \beta_4 UTLF_i + \beta_5 STLF_i + \epsilon_i$$

Where: As on the thesis

ECS = Entrepreneurial Competence

ATLF= Available Teaching and Learning Facilities

ATLF= Adequacy of Teaching and Learning Facilities

ITLF= Influence of Teaching and Learning Facilities

UTLF= Utilization of Teaching and Learning Facilities

STLF= Satisfaction with Teaching and Learning Facilities

β_0 = Constant

ε = Error term

Each of the hypotheses in this study was tested using the statistical significance of its Coefficient as was adopted by the t-statistics and the corresponding P-value. The hypotheses were tested at 5% level, in line with the norm in Social Science research. Where the P-value is less than the desired alpha value of 0.05, the null hypotheses was rejected for all the cases. The study did not reject the null when the reverse is the case.

3.10.2 Diagnostic Checks

In order to meet the requirements associated with the use of least squares regression, the study conducted some diagnostic checks. The study employed the normality test to establish the extent to which the variables, that is, mean responses are normally distributed. This was to ensure that all variables used for the regression analysis did not significantly deviate from normality. In addition, the study also checked for serial correlation or serial dependence among the residuals of the model. In order to achieve this, the study examined the Durbin Watson Statistics to ensure that it is not far away from the value of 2 recommended by the Rule of Thumb approach.

The study also examined the correlation matrix of all the variables to ensure that there was no strong association among the independent variables. This is especially important to prevent the possibility of collinearity among the explanatory variables. The values for this check have been computed and analysed on pages 121-124 in chapter four.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected, result and discussion of findings of the study under the following sub-headings: Response rate, demographic analysis of the respondents, descriptive statistics, diagnostic test, test of hypotheses and discussion of research findings. Descriptive statistics of frequency and percentages were used to present the data in tables. The research hypotheses were empirically tested using multiple regression analysis. The IBM Statistical Package for Social Sciences (Version 20) was used to analyse the data. All the hypotheses were tested at 0.05 alpha level of significance, implying a 95% confidence level.

4.2 Response Rate

The analysis of the copies of questionnaire administered to students and faculty members in the five selected universities in Northern states of Nigeria were presented in table 4.1.

Table 4.1: Questionnaire Administration in selected Northern Universities

Universities	No of Questionnaires Administered (Students)	No of Questionnaires Administered (Faculty Staff)	No of Questionnaires Completed Students and Faculty members	% of Questionnaires Duly Completed and Returned	% of copies of Questionnaires not Returned
A.T.B.U. Bauchi	46	8	37	80.43%	19.57%
A.B.U Zaria	107	14	83	77.57%	22.43%
B.S.U. Makurdi	100	6	79	79%	21%
F.U.T. Minna	61	12	41	67.21%	32.79%
U.M.Y.U. Katsina	64	10	60	93.75%	6.25%
Total	378	50	300	79.37%	20.63%

Source: Field Survey 2019

Table 4.1 shows that out of the 46 copies of questionnaire administered to the students in A.T.B.U, Bauchi 37 questionnaires were duly completed representing 80.43%. Out of the 107 questionnaires administered to the students in A.B.U, Zaria only 83 were duly completed and returned representing 77.57%. Out of the 100 questionnaires administered to students in B.S.U, Makurdi 79 were duly completed and returned representing 79%. Out of the 61 questionnaire administered to the students in F.U.T, Minna only 41 were duly completed and returned representing 67.21%. Out of 64 questionnaires administered to students in U.M.Y.U, Katsina 60 were properly returned representing 93.75%. Owing to this, 300 copies of the questionnaire were altogether completed and returned by all the students from the five selected universities in

Northern states of Nigeria, while 50 copies of the questionnaires for faculty members were completed and returned. Thus, totally 350 of the questionnaire that were completed and returned formed the basis of the analysis of the study. The copies of the questionnaire completed and returned were found useful for the study.

Table 4.2 Demographic Data of the Respondents

Items	Frequency	Percentage (%)
Gender of the Respondent:		
Male	214	61.1
Female	136	38.9
Age Group of the Respondents:		
18-25 years	176	50.3
26-33 years	126	36.1
34-41 years	32	9.1
42 & above	16	4.5

Source: Field Survey, 2019

Table 4.2 shows the demography of the respondents. 61.1 percent of the respondents are male while 38.9 percent of them are female. Therefore, the majority of the respondents are male. 50.3 percent of the respondents are in-between 18- 25 years of age, 36.1 percent are in-between 26-33 years of age, and 9.1 percent are in between 34-41 years of age while 4.1 percent are in-between 42 and above years of age. Therefore, majority of the respondents are in between 18-25 years of age.

4.3 Descriptive Statistics

This section presents the descriptive statistics of the demographic attributes of the respondents, as well as the descriptive statistics of the independent and dependent variables. The analysis of the demographic characteristics of the respondents was based on simple percentages. The analysis of the independent and dependable variables was predicated upon the following predetermined rule: (a)2.40 is rated below average, (b)3.1-3.40 is rated average and (c)4.1-5.00 is rated above average.

4.3.1 Descriptive Statistics of the Respondents

The biodata collected from the respondents from the five selected Northern universities studied were presented in table 4.2:

Table 4.3: Undergraduate Students/ Faculty Members

Respondents		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate Students	300	85.7	85.7	85.7
	Faculty Staff	50	14.3	14.3	100.0
	Total	350	78.8	100.0	
Total		350	100.0		

Source: Field Survey, 2019

Table 4.3 shows that 300 of the respondents were students representing 85.7% while 50 of the respondents were faculty members, representing 14.3% from the five universities in the Northern states of Nigeria. The respondents comprised the sampled students and faculty members in Library and Information Science Departments in the five universities studied.

Table 4.4: Available Teaching and Learning Facilities for Entrepreneurship Education in LIS Schools Studied

S/No	Learning Facilities	N	Mean	Std. Deviation	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
1	Internet	350	1.6086	.49227	.374	.130	-1.871	.260
2	Computers	350	1.5686	.49598	-.278	.130	-1.934	.260
3	Teleconferencing facilities	350	1.4943	.49173	-.386	.130	-1.862	.260
4	Library resources	350	1.7943	.50325	-.250	.130	-1.604	.260
5	Public address systems	350	1.8686	.49598	-.278	.130	-1.934	.260
6	Flip Chart	350	1.4486	.48406	-.549	.130	-1.502	.260
7	Overhead Projector (OHP)	350	1.6171	.48678	-.484	.130	-1.776	.260
8	Audio-Aids	350	1.7171	.48611	.343	.130	2.281	.260
9	Audio-Visual Aids	350	1.8743	.50005	.103	.130	-2.001	.260
10	Models for teaching & learning	350	1.5743	.49516	-.302	.130	-1.920	.260
11	Furnished Classrooms	350	1.8514	.47720	-.638	.130	-1.602	.260
12	Equipped Entrepreneurship workshop	350	1.4886	.50429	-.226	.130	-1.618	.260
Valid N (listwise)		350						

Table 4.4 shows the mean responses to the questions in this section. The table shows that mean response on item 1 is above average (1.60); this indicates that an average number of the respondents mainly the students and faculty members of the five selected Northern universities specified that internet is being provided in the University to facilitate entrepreneurship education in LISS. Item 2 shows a mean response of above average (1.57); this indicates that computers are one of the available teaching and learning facilities that the universities provided for entrepreneurship education for students in the selected Northern universities. The response to item 3 is also on the average rate (1.49); this also shows that average of the respondents which are students and faculty members in the selected Northern universities agreed that teleconference facilities are provided by the universities to facilitate teaching and learning of entrepreneurship

education in the schools. Item 4 has response above-average response rate (1.89); this indicates that majority of the respondents are of opinion that different library resources are being provided by the universities for the students to facilitate teaching and learning of entrepreneurship education in the schools. The response rate for item 5 is also above average (1.86); this indicates that majority of the respondents which are students in selected Northern universities are of the opinion that public address systems of various kinds are being provided to facilitate teaching and learning of entrepreneurship education in the schools. The mean response for item 6 is below average (1.45); this shows that flip chart is inadequately provided for the students by the universities to facilitate teaching and learning of entrepreneurship education in the schools. The response rate for item 7 is also above average (1.62); this indicates that majority of the respondents who are students in selected universities in the Northern states of Nigeria are of the opinion that overhead projector systems are being provided by the universities to facilitate teaching and learning of entrepreneurship education in the schools. The mean response for item 8 is above average (1.72); this shows that the selected Northern university adequately provided audio-aids resources to facilitate teaching and learning of entrepreneurship education in the schools.

Furthermore, the mean response for item 9 is above average (1.87); this shows that audio-visual aids are adequately provided for the students by the universities to facilitate teaching and learning of entrepreneurship education in the schools. The response rate for 10 is below average (1.44); this indicates that majority of the respondents who are of the opinion that models for teaching and learning are not adequately provided by the universities to facilitate teaching and learning of entrepreneurship education in the schools. The mean response for 11 is above average (1.85); this shows that the majority of the students and faculty members of the selected

universities agreed that furnished classrooms are adequately provided for the students by the universities to facilitate teaching and learning of entrepreneurship education in the schools. The response rate item 12 is also on average (1.50); this indicates that the respondents are of the opinion that equipped entrepreneurship workshops are averagely provided by the universities to facilitate practical aspects of teaching and learning of entrepreneurship education in the schools. Summarily, the mean score of the questions related to available teaching and learning facilities for entrepreneurship education in LIS schools are generally above average: these include internet, computer resources, library resources, public address systems, overhead projector, audio aids, audio-visual aids, and furnished classroom. This implies that these teaching and learning facilities are provided in order to facilitate entrepreneurship education in the LIS schools. On the other hand, the mean scores for teleconferencing facilities and entrepreneurship workshops are of average which implies that these facilities are not adequately provided for the student for entrepreneurship education. Meanwhile, the mean score of flip chart and model for teaching and learning facilities are below average which implies that the facilities are inadequately provided by the selected Northern universities in facilitating entrepreneurship education in the LIS schools.

Thus, the selected universities in the Northern states of Nigeria provided different teaching and learning facilities, such as: internet, computer resources, library resources, public address systems, overhead projector, audio aids, audio-visual aids, furnished classroom, teleconferencing facilities, equipped entrepreneurship workshop, flip chart, and model for LIS students so as to aid their entrepreneurship education.

Table 4.5: Adequacy of Teaching and Learning Facilities for Entrepreneurship Education in LIS Schools Studied

S/N	Learning Facilities	N	Minimum	Maximum	Mean	Std. Deviation		
						Statistic	Statistic	Std. Error
1	Internet facilities	350	1.00	5.00	3.567	1.40376	.511	.113
2	Computer systems	350	1.00	5.00	3.8314	1.52407	.131	.133
3	Library resources	350	1.00	5.00	3.9714	1.37071	.177	.103
4	Public address systems	350	1.00	5.00	3.5886	1.43857	.261	.115
5	Flip Chart	350	1.00	5.00	2.2857	1.56742	.893	.130
6	Digital Overhead Projector	350	1.00	5.00	3.6743	1.25635	.944	.108
7	Audio-Aids	350	1.00	5.00	3.6514	1.44138	.246	.117
8	Visual Aids	350	1.00	5.00	3.7200	3.02580	.203	.143
9	Laboratories equipment	350	1.00	5.00	3.2743	1.42196	.403	.128
10	Models for teaching & learning	350	1.00	5.00	2.9571	1.43069	.172	.135
11	Classrooms and furniture	350	1.00	5.00	3.8000	1.39586	.210	.141
12	Entrepreneurship workshop	350	1.00	5.00	3.263	1.40376	.511	.110
Valid N (listwise)		350						

Source: Field Survey, 2019

Table 4.5 shows the mean responses to the questions in this section. The table shows that mean response to item 1 on adequacy of internet facilities for entrepreneurship education in the selected universities in the Northern states of Nigeria is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected universities in the Northern states of Nigeria agreed that the universities provided adequate internet facilities meant to

facilitate the teaching and learning of entrepreneurship education in LIS schools. Item 2 has a mean response above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the Universities provided adequate computer systems meant to facilitate the teaching and learning of entrepreneurship education in LIS schools. The response to item 3 is also above-average rate (3.41-5.00); this also shows that majority of the students and faculty members of the selected Northern Universities strongly agreed that the Universities provided adequate library resources meant to facilitate teaching and learning of entrepreneurship education in LIS schools. Item 4 is above average response rate (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the universities provided adequate public address systems meant to facilitate teaching and learning of entrepreneurship education in LIS schools. The response rate for item 5 is below average (1-2.40); this indicates that the students and faculty members of the selected Northern universities are of the opinion that flip chart is not adequately available to students in facilitating teaching and learning of entrepreneurship education in LIS schools. The mean response for item 6 is above average (3.41-5.00); this shows that the majority of students and faculty members of the selected Northern universities strongly agreed that the universities provided adequate functional digital overhead projector meant to facilitate the teaching and learning of entrepreneurship education in LIS schools.

The mean response of item 7 for teaching and learning entrepreneurship education in the selected universities in the Northern states of Nigeria is above-average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the universities provided adequate audio-aids facilities; such as radio, tape recorder, gramophone etc., meant to facilitate the teaching and learning of entrepreneurship education in LIS schools.

Item 8 has a mean response above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the universities provided adequate visual aids, such as; television, film projector, film strips etc., which are meant to facilitate the teaching and learning of entrepreneurship education in LIS schools. The response to item 9 is on average rate (2.41-3.40); this shows that the students and faculty members of the selected Northern universities agreed that the universities averagely provided laboratory equipment for students in the school that meant to facilitate teaching and learning of entrepreneurship education in LIS schools. Item 10 has response below average rate (1-2.40); this indicates that the students and faculty members of the selected universities in the Northern states of Nigeria are of the opinion that models for teaching and learning are not adequately available to students and use in facilitating teaching and learning of entrepreneurship education in LIS schools.

The response rate for item 11 is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the universities adequately made available classrooms and furniture, such as; desks, chairs, cupboards, shelves, wash hand basins, tables, shelves, white, black and smart-board etc. which are meant to facilitate the teaching and learning of entrepreneurship education in LIS schools. The mean response for item 12 is above average (3.41-5.00); this shows that the majority of the students and faculty members of the selected Northern universities agreed that the universities provided adequate entrepreneurship workshop with equipment on paper production, computers, and radio/television repairs, etc., meant to facilitate teaching and learning of entrepreneurship education in LIS schools.

From the above findings, majority of the respondents that comprise students and faculty members of selected Northern universities agreed that most of the available teaching and learning facilities, such as; internet, computer's systems, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop are adequately provided by the universities to support the students in facilitating the learning of entrepreneurship education in LIS schools. However, the respondents are of the opinion that some teaching and learning facilities, such as flip chart and models are not adequately provided by the selected universities as evident from their mean response which is below average.

Table 4.6: Extent of Facilities Utilization for Teaching and Learning Entrepreneurship in LIS Schools Studied

SN	Facilities	N	Minimum	Maximum	Mean	Std. Deviation		
						Statistic	Statistic	Std. Error
1	Internet facilities	350	1.00	5.00	3.6114	1.30137	.687	.113
2	Computer systems	350	1.00	5.00	3.7371	1.49633	.125	.133
3	Library resources	350	1.00	5.00	3.8629	1.06752	.837	.103
4	Public address systems	350	1.00	5.00	3.8914	1.06504	.535	.115
5	Flip Chart	350	1.00	5.00	2.1857	1.13921	.882	.130
6	Digital Overhead Projector	350	1.00	5.00	3.4543	1.20976	.381	.108
7	Audio-Aids	350	1.00	5.00	3.3914	1.54871	.667	.117
8	Visual Aids	350	1.00	5.00	3.7429	1.16400	.362	.143
9	Laboratories equipment	350	1.00	5.00	3.0657	1.11449	.379	.128
10	Models for teaching & learning	350	1.00	5.00	2.2857	1.29516	.658	.135
11	Classrooms and furniture	350	1.00	5.00	3.5571	1.26543	.129	.141
12	Entrepreneurship	350	1.00	5.00	3.3857	1.29516	.658	.110

workshop	
Valid N	350
(listwise)	

Table 4.6 shows the responses to the questions on the extent of facilities utilization for teaching and learning entrepreneurship in LIS. The mean response for item 1 is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected universities in the Northern states of Nigeria strongly agreed that the students used the internet facilities in teaching and learning entrepreneurship education in LIS schools. Item 2 has a mean response above average (3.41-5.00); this indicates that the majority of the students and faculty members of the selected universities in the Northern states of Nigeria agreed that the students made use of the computer systems provided by the universities frequently for teaching and learning entrepreneurship education in LIS schools. The response to item 3 is also above-average rate (3.41-5.00); this also shows that majority of the students and faculty members of the selected Northern universities agreed that the students made use of library and information resources provided by the universities for teaching and learning entrepreneurship education in LIS schools. Item 4 is above average response rate (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the students made use of public address systems provided by the universities for teaching and learning entrepreneurship education in LIS schools.

The response rate for item 5 is below average (1-2.40); this indicates that the students and faculty members of the selected universities in the Northern states of Nigeria are of the opinion that flip chart facilities provided by the universities are used occasionally in facilitating the teaching and learning of entrepreneurship education in LIS schools. The mean response for item 6 is above

average (3.41-5.00); this shows that the majority of the students and faculty members of the selected Northern universities agreed that the functional digital overhead projector provided by the universities are used in the process of teaching and learning entrepreneurship education in LIS schools.

The mean response on item 7 is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities strongly agreed that they used functional audio-aids facilities; such as radio, tape recorder, gramophone etc. provided for them by the universities for teaching and learning entrepreneurship education in LIS schools. Item 8 has a mean response above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the functional visual aids, such as; television, film projector, film strips etc provided by the universities are frequently used in teaching and learning entrepreneurship education in LIS schools. The response to item 9 is on average rate (2.41-3.40); this shows that the students and faculty members of the selected universities in the Northern states of Nigeria agreed that the laboratory equipment provided by the universities is averagely used in teaching and learning entrepreneurship education in LIS schools. Item 10 has response below average rate (1-2.40); this indicates that the students and faculty members of the selected Northern universities are of the opinion that models for teaching and learning of entrepreneurship education is rarely used by students and faculty members in LIS schools. The response rate for item 11 is above average (3.41-5.00); this indicates that majority of students and faculty members of the selected Northern universities agreed that the classrooms and furniture, such as; desks, chairs, cupboards, shelves, wash hand basins, tables, shelves, white, black and smart-board, etc. provided by the universities are frequently used in teaching and learning entrepreneurship education in LIS schools. The mean response for 12 is above

average (3.41-5.00); this shows that the majority of the students and faculty members of the selected Northern Universities agreed that the capacity entrepreneurship workshop equipped with paper production, computers, and radio/television repairs etc. Provided by the universities are used in facilitating teaching and learning of entrepreneurship education in LIS schools.

From the above findings, majority of the respondents that comprise students and faculty members of selected Northern universities agreed that most of the available teaching and learning facilities, such as internet, computer systems, library and information resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop provided by the universities are used in the teaching and learning process of entrepreneurship education in LIS schools. However, the respondents are of the opinion that some teaching and learning facilities, such as flip chart and models provided by the universities but are rarely used in the teaching and learning of entrepreneurship education in LIS schools as justified by their mean response that was below-average.

Table 4.7: Influence of Teaching and Learning Facilities on Students' acquisition of Entrepreneurial Competence Studied

S/No	Influence of Learning Facilities	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
1	Internet facilities help improve students access and positive educational outcome	350	1.00	5.00	3.7571	1.25120	.962	.142
2	Audio-visual facilities help the learners to understand lesson much clearer without ambiguity.	350	1.00	5.00	3.629	1.26742	.602	.130
3	Digital Projectors make learning very pleasant to the students because they offer a reality experience that enhances student entrepreneurial competence.	350	1.00	13.00	3.5371	1.71235	.757	.143
4	Computer provide reality experience and stimulates self-activity and imagination on the part of students	350	1.00	14.00	3.8857	1.44372	1.184	.120
5	Public address system enables students with hearing challenges to follow up in the lesson and increases their performances	350	1.00	5.00	3.9686	1.23772	.317	.123
6	Visual-aids facilities help the learners to understand lesson much clearer without ambiguity	350	1.00	5.00	3.6400	1.33268	.919	.110
7	Use of Flip charts	350	1.00	5.00	2.8257	.93387	.182	.109

	increase the students' performance and their entrepreneurial competence							
8	Entrepreneurship workshop help students to acquire and develop entrepreneurial skills	350	1.00	5.00	3.9143	1.04543	.020	.103
9	Teleconferencing facilities enhance knowledge sharing which bring about good academic performance in the students	350	1.00	5.00	3.0857	1.05362	.730	.143
10	Models in classes help students to recall some concepts and it improve their performance and develop entrepreneurial competence	350	1.00	5.00	2.9599	1.22643	.182	.131
11	Laboratories equipment help students to acquire and develop technical and entrepreneurial skills and competence	350	1.00	5.00	3.4974	2.34440	.960	.151
Valid N (listwise)		350						

Table 4.6 shows the responses to the questions on the influence of teaching and learning facilities on students' acquisition of entrepreneurial competence in LIS School. The mean response to item 1 internet facilities help improve students access and positive educational outcome in the selected Northern universities is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that Internet facilities used influenced their access and positive educational outcome in entrepreneurship education. Item 2 has a mean response above average (3.41-5.00); this indicates that the majority of the students and faculty members of the selected Northern universities agreed that the students made

use of different audio-aids facilities that majorly influenced their clear understanding of entrepreneurship lesson without ambiguity.

The response to item 3 is also above-average rate (3.41-5.00); this also shows that majority of the students and faculty members of the selected Northern universities agreed that the made used of digital projectors provided by the universities and this made teaching and learning very pleasant to the students because they offer a reality experience that enhances student entrepreneurial competence in LIS schools. Item 4 has above average response rate (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the students made use of computer systems which provided reality experience and stimulate self-activity and imagination on the part of students which influence their entrepreneur competence in LIS schools. Item 5 is above average response rate (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities agreed that the students made use of different functional public address systems that the universities provided and this enables students with hearing challenges to follow up on the lesson and improve their performances in learning entrepreneurship education and competence in LIS schools. The mean response for item 6 is above average (3.41-5.00); this shows that the majority of the students and faculty members of the selected Northern universities agreed that the visual-aids facilities provided by the universities are used which helped the learners to understand lesson much clearer with practice and influence their entrepreneurship competence in LIS schools. The response rate for item 7 is average (2.41-3.40); this indicates that the students and faculty members of the selected Northern universities are of the opinion that flip chart facilities provided by the universities averagely improve the student's performance and their entrepreneurial competence in LIS schools. The mean response for item 8 is above average (3.41-5.00); this

shows that the majority of the students and faculty members of the selected Northern universities agreed that the entrepreneurship workshop provided by the universities helped students to acquire and develop their entrepreneurial skills in LIS schools.

furthermore, the mean response to item 9 on the utilization of functional audio-aids facilities for learning entrepreneurship education in the selected Northern universities is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected universities in the Northern states of Nigeria agreed that the functional teleconferencing facilities provided by the universities enhanced student's knowledge sharing which bring about their good academic performance and entrepreneurship intelligence in LIS schools. Item 10 has a mean response of average (3.41-5.00); this indicates that average of the students and faculty members of the selected universities in the Northern states of Nigeria agreed that the models in classes averagely helped students to recall some concepts which improve their performance and facilitate the development of their entrepreneurial competence in LIS schools. The response to item 11 is on average rate (2.41-3.40); this shows that the students and faculty members of the selected universities in the Northern states of Nigeria agreed that the laboratory equipment provided by the universities helped students to acquire and develop technical and entrepreneurial skills and competence in LIS schools.

From the above findings, majority of the respondents that comprise students and faculty members of selected Universities in the Northern states of Nigeria agreed that most of the available teaching and learning facilities, such as internet facilities, computer's systems, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop provided by the universities are used by students and majorly

influenced their academic performance and entrepreneurship competence in LIS schools. However, the respondents are of the opinion that flip chart and model for teaching and learning facilities averagely influenced the student's performance and their entrepreneurial competence in LIS schools.

Table 4.8: Extent of Satisfaction with the Teaching and Learning Facilities Use in LIS Schools Studied

S?No	Facilities	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		
							Statistic	Std. Error	
1	Internet facilities	349	1.00	5.00	3.8138	1.50568	.227	.131	
2	Computers	349	1.00	5.00	3.8940	1.04094	.090	.131	
3	Entrepreneurship workshop	348	1.00	5.00	3.8851	1.39514	.018	.131	
4	Library resources	349	1.00	5.00	3.9054	.98826	.125	.131	
5	Laboratories equipment	350	1.00	5.00	3.2686	1.17612	.613	.120	
6	Teleconferencing facilities	350	1.00	5.00	3.5171	1.48902	.697	.140	
7	Digital Overhead Projector (OHP)	350	1.00	5.00	3.5371	1.33609	.943	.133	
8	Audio-Aids	350	1.00	5.00	3.9543	1.36605	.107	.120	
9	Audio-Visual Aids	350	1.00	5.00	3.8057	1.42862	.461	.125	
10	Models	350	1.00	5.00	2.3571	1.26939	.877	.129	
11	Furnished classrooms	350	1.00	5.00	3.9057	1.17750	.161	.130	
Valid N (listwise)		348							

Table 4.8 shows the mean responses to the questions in this section. The table 4.7 shows that mean response to item 1 on the level of satisfaction with the internet facilities used in LIS school in the selected universities in the Northern states of Nigeria is above average (3.41-5.00); this indicates that majority of the students and faculty members of the universities in the Northern states of Nigeria are highly satisfied with the internet facilities used by them and they facilitate the teaching and learning of entrepreneurship education in LIS schools. Item 2 has a mean response above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected universities in the Northern states of Nigeria are highly satisfied with the different computer systems they used in the process of teaching and learning

entrepreneurship education in LIS schools. The response to item 3 is also above-average rate (3.41-5.00); this also shows that majority of the students and faculty members of the selected Northern universities are highly satisfied with the functional and equipped entrepreneurship workshops being used in the process of teaching and learning entrepreneurship education in LIS schools. Item 4 has above average response rate (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities are highly satisfied with all the library and information resources provided by the universities and used for the teaching and learning process of entrepreneurship education in LIS schools. The response rate for item 5 is on average (2.40-3.40); this indicates that the students and faculty members of the selected Northern universities are satisfied with the laboratory equipment being used in facilitating teaching and learning of entrepreneurship education in LIS schools. The mean response for item 6 is above average (3.41-5.00); this shows that the majority of the students and faculty members of the selected Northern universities are highly satisfied with the teleconferencing facilities provided in the cause of teaching and learning entrepreneurship education in LIS schools.

The mean response to item 7 is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities are highly satisfied with the functional digital overhead projectors provided in teaching and learning entrepreneurship education in LIS schools. The mean response to item 8 is above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities are highly satisfied with the functional audio-aids facilities; such as radio, tape recorder, gramophone etc. being used in the process of teaching and learning entrepreneurship education in LIS schools. Item 9 has a mean response above average (3.41-5.00); this indicates that majority of the students and faculty members of the selected Northern universities are highly

satisfied with functional visual aids, such as; television, film projector, film strips, etc which is being provided by the universities and used in the cause of teaching and learning entrepreneurship education in LIS schools. The response to item 10 is on average rate (2.41-3.40); this shows that the students and faculty members of the selected Northern universities are rarely satisfied with the models for teaching and learning used for the students in teaching and learning entrepreneurship education in LIS schools. The response rate for item 11 is above average (3.41-5.00); this indicates that majority of students and faculty members of the selected Northern universities are highly satisfied with the available classrooms and furniture, such as; desks, chairs, cupboards, shelves, wash hand basins, tables, shelves, white, black and smart-board etc. that being used in the process of teaching and learning entrepreneurship education in LIS schools.

Thus, majority of the respondents that comprise students and faculty members of the selected Northern universities are highly satisfied with the available teaching and learning facilities, such as internet facilities, computer's systems, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop and satisfied with models respectively which are being provided by the universities in the cause of teaching and teaching and learning entrepreneurship education in LIS schools

Table 4.9: Entrepreneurial Competencies acquired from the LIS Schools Studied

S/No	Entrepreneurship Competence	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error
1	Idea Generation	300	1.00	5.00	2.9600	3.14202	.074	.113

2	Innovation Skills	300	1.00	5.00	2.5400	1.32525	.318	.133
3	Visioning	300	1.00	5.00	2.7229	1.46019	.262	.103
4	Envisioning Opportunities	300	1.00	5.00	2.8914	1.37713	-.108	.115
5	Product Innovation	300	1.00	5.00	2.0743	3.12860	.152	.130
6	Creativity	300	1.00	5.00	3.9543	1.22681	-.343	.108
7	Willingness To Take Risk	300	1.00	5.00	2.9486	1.39696	.117	.117
8	Scan Environment For Opportunities	300	1.00	5.00	3.2457	1.47459	.551	.143
	Ingenuity	300	1.00	5.00	3.0771	1.24495	.308	.128
	Risk Taking	300	1.00	5.00	2.5571	1.28954	.494	.135
Valid N (listwise)		300						

Table 4.9 shows the mean responses to the questions in this section. The table shows that mean response to item 1 on entrepreneurship skills acquired by LIS students in the selected Northern universities is on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired idea generation competence in the process of learning entrepreneurship education in LIS schools. Item 2 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected universities in the Northern states of Nigeria opined that they acquired innovation skills competence in the process of learning entrepreneurship education in LIS schools. The response to item 3 is also on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired visioning competence in the process of learning entrepreneurship education in LIS schools. Item 4 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired envisioning opportunities competence in the process of learning entrepreneurship education in LIS schools. Item 5 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected universities in the Northern states of Nigeria opined that they

acquired product innovation competence in the process of learning entrepreneurship education in LIS schools.

The mean response for item 6 is above average (3.41-5.00); this shows that the majority of the students of the selected Northern universities are of the opinion that they acquired creativity competence in the process of learning entrepreneurship education in LIS schools. Item 7 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected universities in the Northern states of Nigeria opined that they acquired competence of willing to take risk in the process of learning entrepreneurship education in LIS schools. Item 8 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired environmental scanning for opportunities competence in the process of learning entrepreneurship education in LIS schools. Item 9 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired ingenuity competence in the process of learning entrepreneurship education in LIS schools. Item 10 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired risk-taking competence in the process of learning entrepreneurship education in LIS schools. Thus, majority of the respondents that comprise students of selected Northern universities acquired different entrepreneurship competence in the cause of their learning entrepreneurship education in LIS schools.

Table 4.10: Conceptual and Relationship Competencies skills acquired from the LIS Schools Studied

	N	Minimum	Maximum	Mean	Std.	Skewness	
	Statistic	Statistic	Statistic	Statistic	Deviation Statistic	Statistic	Std. Error
Interpersonal Skills	300	1.00	5.00	2.4629	1.15182	.193	.110
Oral Communication Skills	300	1.00	5.00	2.4857	1.16224	.255	.120
Networking	300	1.00	5.00	2.6400	1.93416	.702	.123
Self-Confidence	300	1.00	5.00	2.6457	1.16794	.030	.115
Integrity	300	1.00	5.00	2.5943	1.70318	.759	.131
Motivating Self	300	1.00	5.00	2.5200	1.36217	.458	.130
Valid N (listwise)	300						

Table 4.10 shows the mean responses to the questions in this section. The table shows that mean response to item 1 on conceptual and relationship competencies skills acquired by LIS schools in the selected Northern universities is on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired interpersonal skills in the process of learning entrepreneurship education in LIS schools. Item 2 has a mean response of average (2.41-3.40); this indicates that the majority of the students of the selected Northern universities opined that they acquired oral communication skills in the process of learning entrepreneurship education in LIS schools. The response to item 3 is also on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired networking skills in the process of learning entrepreneurship education in LIS schools. Item 4 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired self-confidence skills in the process of learning entrepreneurship education in LIS schools. Item 5 has a mean response of average

(2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired integrity skills in the process of learning entrepreneurship education in LIS schools.

The mean response for item 6 is on average (2.41-3.40); this shows that the majority of the students of the selected Northern universities are of the opinion that they acquired self-motivating skills in the process of learning entrepreneurship education in LIS schools. Thus, majority of the respondents that comprise students of selected Northern universities emphasized that they acquired different attributes of conceptual and relationship competencies skills in the cause of learning entrepreneurship education in LIS schools.

Table 4.11: Business management competencies skills acquired from the LIS Schools Studied

S/No		N	Minimum	Maximum	Mean	Std.		Skewness
						Deviation	Std. Error	
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
1	Budgeting Skills	300	1.00	5.00	2.6457	1.15809	.021	.113
2	Business Operational Skills,	300	1.00	5.00	3.3657	1.08795	.060	.133
3	Business Plan Preparation and Writing	300	1.00	5.00	3.0371	1.34198	.147	.103
4	Managing Finance	300	1.00	5.00	3.1943	1.15898	.496	.115
5	Developing Management Skills & Planning Business Activities.	300	1.00	5.00	3.2143	1.23804	.368	.130
6	Formulating and Implementing Strategies For Exploiting	300	1.00	5.00	3.2600	1.29163	.767	.108
Valid N (listwise)		300						

Table 4.11 shows the mean responses to the questions in this section. The table shows that mean response to item 1 on business management competencies skills acquired by LIS schools in the selected Northern universities is on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired budgeting skills in the process of learning entrepreneurship education in LIS schools. Item 2 has a mean response of average (2.41-3.40); this indicates that the majority of the students of the selected Northern

universities opined that they acquired business operational skills in the process of learning entrepreneurship education in LIS schools. The response to item 3 is also on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired business plan preparation and writing skills in the process of learning entrepreneurship education in LIS schools. Item 4 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired finance management skills in the process of learning entrepreneurship education in LIS schools. Item 5 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired business planning and management skills in the process of learning entrepreneurship education in LIS schools.

The mean response for item 6 is on average (2.41-3.40); this shows that the majority of the students of the selected universities in the Northern states of Nigeria are of opinion that they acquired skills of formulating and implementing strategies for exploiting in the cause of learning entrepreneurship education in LIS schools. Thus, majority of the respondents that comprises of students of selected Northern universities emphasized that they acquired different business management competencies skills in the cause of learning entrepreneurship education in LIS schools.

Table 4.12: Human Relation Competence Skills acquired from the LIS Schools Studied

S/No		N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
1	Human Relations Management Skills	300	1.00	5.00	3.3114	1.18377	.706	.117
2	Management Style And Management Skills	300	1.00	5.00	3.4286	1.27990	.669	.143
3	Leadership Skills	300	1.00	5.00	3.3829	1.03892	.864	.128
4	Hiring Skills	300	1.00	5.00	3.5714	1.31958	.731	.135
5	Managing Employee Performance	300	1.00	5.00	3.1943	1.41299	.483	.141
Valid N (listwise)		300						

Table 4.12 shows the mean responses to the questions in this section. The table shows that mean response to item 1 on human relation management skills acquired by LIS schools in the selected Northern universities is on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired human relation management skills in the process of learning entrepreneurship education in LIS schools. Item 2 has a mean response of average (2.41-3.40); this indicates that the majority of the students of the selected universities in the Northern states of Nigeria opined that they acquired business management skills in the process of learning entrepreneurship education in LIS schools.

The response to item 3 is also on average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired leadership skills in the process of learning entrepreneurship education in LIS schools. Item 4 has a mean response of average

(2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired hiring skills in the process of learning entrepreneurship education in LIS schools. Item 5 has a mean response of average (2.41-3.40); this indicates that majority of the students of the selected Northern universities opined that they acquired employee's performance management skills in the process of learning entrepreneurship education in LIS schools. Thus, majority of the respondents that comprises of students of selected Northern universities emphasized that they acquired different human relations competence skills in the cause of learning entrepreneurship education in LIS schools

4.4 Diagnostic Tests

In order to achieve the underlying assumption of the multiple regression analysis, the variables were examined with the aim of establishing normality, multicollinearity, linearity, homoscedasticity and autocorrelation.

4.4.1 Normality Test

Among the statistical tests necessary to be conducted before significant and relational tests is to confirm the normality of the data to be utilized in the study. Thus, the value of the skewness of the data was adopted to ascertain the normality of the data. Similarly, skewness described the symmetrical nature of the sampled data applied for the study.

Table 4. 13: Variables

S/No	Variables	N	Minimum	Maximum	Mean	Std.	Skewness		
		Statistic	Statistic	Statistic	Statistic	Deviation	Statistic	Std. Error	
1	AVTLF	350	1.00	2.00	1.5875	.16892	.066	.100	
2	ADTLF	350	1.00	5.00	3.1743	.86948	.286	.030	
3	UTLF	350	1.00	5.00	3.5078	.67075	.936	.120	
4	ITLF	350	1.00	5.00	3.6181	.53856	.307	.110	
5	STLF	350	1.00	5.00	3.5407	.59449	.618	.115	
6	EC	350	1.00	5.00	3.4021	.45029	.810	.113	
Valid N		350							
(listwise)									

Key: AVTLF- available teaching and learning facilities, ADTLF- adequacy of teaching and learning facilities, UTLF- utilization for teaching and learning facilities, ITLF- influence of teaching and learning facilities, STLF- satisfaction with teaching and learning facilities. and EC- entrepreneurial competence

Table 4.13, specifically disclosed that item 1 available teaching and learning facilities for entrepreneurship education (ATLF), item 2 adequacy of teaching and learning facilities for entrepreneurship education (ATLF), item 3 extent of facilities utilization for teaching and learning entrepreneurship (UTLF), item 4 influence of teaching and learning facilities (ITLF), item 5 extent of satisfaction with teaching and learning facilities (STLF) and item 6 entrepreneurship competencies (EC) approximately have a normal skewness of 0 at 1 significant figure respectively.

4.4.2 Multicollinearity Test

Another assumption of linear regression is that of multicollinearity. Multicollinearity increases the variance of regression coefficients and threatens the validity of the regression equation. In this study, multicollinearity has been examined between the independent variables using the Variance Inflated Factor (VIF) and tolerance values. It is generally accepted that any VIF that exceeds 10 or tolerance value lower than 10 indicates a potential problem of multicollinearity (Norusis, 1995).

Table 4.14: Multi-collinearity Test

Variables	Collinearity Statistics	
	Tolerance	VIF
ATLF	.985	1.016
ATLF	.810	1.235
UTLF	.567	1.764
ITLF	.697	1.435
STLF	.955	1.047

The presence of correlation between independent variables of the study can cause statistical and computation difficulties and by extension can adversely affect the model fitness of multiple regression which is adopted in this study. Shehu and Buba (2009), however, asserted that the variance inflation factor (VIF) and tolerance values ($1/VIF$) are two most advance measure for detecting the presence of multicollinearity problem between exploratory variables. Owing to this, a collinearity diagnostic test comprising of tolerance value and VIFs were performed to check if correlation exists between the exploratory variables of the study.

The results reported in table 4.14 shows that the VIF with value of 1.016 for ATLF, 1.235 for ATLF, 1.764 for UTLF, 1.435 for ITLF and 1.047 for STLF were consistently smaller than the value of 10 as suggested by Cassey and Anderson (1999). The table 4.13 on the other hand indicated the absence of the perfect multi-collinearity among the explanatory variables.

Similarly, the tolerance limit of 0.885 for ATLF, 0.810 for ATLF, 0.567 for UTLF, 0.697 for ITLF and 0.855 for STLF were also found to be smaller than the maximum of 1. This result gives the confidence to proceed and present the regression results.

4.4.3 Auto-correlation test

In addition, the study checked for serial correlation or serial dependence among the residuals of the model. To achieve this, the study used Durbin Watson Statistics to ensure that it is not far away from the value of 2 recommended by the Rule of Thumb approach. Thus, the result in table 4.14 shows that the value of Durbin Watson of 1.98 which is closer than 2. This shows that there is no serial correlation or collinearity among independent variables.

4.4.4 Correlation Matrix

This section presents the correlational matrix of the available teaching and learning facilities (ATLF), adequacy of teaching and learning facilities (ATLF), utilization of teaching and learning facilities (UTLF), influence of teaching and learning facilities (ITLF), and satisfaction with teaching and learning facilities which is meant to demonstrate the associated relationship between the variables. Thus, correlation analysis is used to establish the nature, strength and direction of the linear relationship between entrepreneurial competence and the above independent variables of the study. The magnitude of a correlation co-efficient is measured using the numerical value of -1 to +1.

In this study, the Pearson correlation technique was adopted to estimate the magnitude of the correlation coefficients of the explained and explanatory variables in which table 4.14 below presents the results of the correlational matrix generated for the variables of the study.

Table 4.15: Result of Correlation Analysis

Variables		EC	ATLF	ATLF	UTLF	ITLF	STLF
Pearson Correlation	EC	1.000	.211	.208	.298	.258	.340
	ATLF	.211	1.000	.115	.109	.138	.106
	ATLF	.208	.115	1.000	.420	.142	.114
	UTLF	.298	.109	.420	1.000	.528	.142
	ITLF	.258	.138	.142	.528	1.000	.145
	STLF	.340	.006	.114	-.142	.145	1.000
N	EC	350	350	350	350	350	350
	ATLF	350	350	350	350	350	350
	ATLF	350	350	350	350	350	350
	UTLF	350	350	350	350	350	350
	ITLF	350	350	350	350	350	350
	SLF	350	350	350	350	350	350

Key: AVLF- available teaching and learning facilities, ADTLF- adequacy of teaching and learning facilities, UTLF- utilization for teaching and learning facilities, ITLF- influence of teaching and learning facilities, STLF- satisfaction with teaching and learning facilities. and EC- entrepreneurial competence.

The correlation matrix from table 4.14 shows the relationship between components of teaching and learning facilities and entrepreneurship competencies in selected Northern universities in LIS schools. The table shows a positive relationship between entrepreneurship competencies and available teaching and learning facilities with the correlation co-efficient of 0.211 which implies that available teaching and learning facilities is positively related with the entrepreneurship competencies in selected Northern universities in LIS schools where these available teaching and learning facilities would lead to improvement in student's entrepreneurship competencies at a rate of 21.1% This is due to the fact that the available functional teaching and learning facilities such as; computer systems, internet, library resources, public address systems and so on are related to improvement in student's entrepreneurship competencies of selected Northern universities in LIS schools.

In the same vein, there is a positive relationship between entrepreneurship competencies and adequacy of teaching and learning facilities such as computer systems, internet, library resources, public address systems and so on with the correlation co-efficient of 0.208 this implies that adequacy of teaching and learning facilities is positively related to the entrepreneurship competencies of students in selected Northern universities in LIS schools where these adequacy teaching and learning facilities would lead to improvement in student's entrepreneurship competencies at a rate of 20.8%.

In addition, there is a positive relationship between entrepreneurship competencies and utilization of teaching and learning facilities such as computer systems, internet, library resources, public address systems and so on with the correlation co-efficient of 0.298 this implies that utilization of teaching and learning facilities is positively related to the entrepreneurship competences of students in selected Northern universities in LIS schools; where the utilization of teaching and learning facilities lead to improvement in student's entrepreneurship competencies at a rate of 29.8%.

Also, there is a positive relationship between entrepreneurship competencies and influence of teaching and learning facilities such as computer systems, internet, library resources, public address systems and so on with the correlation co-efficient of 0.258 this implies that influence of teaching and learning facilities is positively related to the entrepreneurship competence of students in selected Northern universities in LIS schools where the teaching and learning facilities lead to improvement in student's entrepreneurship competencies at a rate of 25.8%.

Lastly, there is a positive relationship between entrepreneurship competencies and level of satisfaction of teaching and learning facilities such as computer systems, internet, library

resources, public address systems and so on with the correlation co-efficient of 0.340 this implies that the level of satisfaction of teaching and learning facilities is positively related to the entrepreneurship competencies of students in selected Northern universities in LIS schools, where the teaching and learning facilities would lead to improvement in student's entrepreneurship competencies at a rate of 34.0%

Conclusively, there is positive relationship between various types of teaching and learning facilities, such as internet, computers, teleconferencing, library resources, public address systems, digital overhead project, audio aids, visual aids, models for teaching, entrepreneurship workshop and so provided for entrepreneurship education in the selected Northern Universities are related positively with the level of acquisition of entrepreneurship competencies.

4.4.5 Model Summary

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.475 ^a	.226	.202	.42043	1.936

a. Predictors: (Constant), STLF, ATLF, ITLF, UTLF

b. Dependent Variable: EC

Table 4.16 shows the summary of the multiple regression analysis. The empirical findings show that R, the multiple correlation coefficient stood at 0.475, which indicates a moderate correlation between the level of teaching and learning facilities provided and the level of entrepreneurship competencies acquisition from the entrepreneurship education given to students from selected Northern universities in LIS School. Also, R^2 which shows the multiple coefficient of determination of the independent variable variables stood at 0.226, indicating that about 22.6% of the total variation in acquisition of entrepreneurship competencies from the entrepreneurship education given to students from selected Northern universities in LIS school is explained by variations in the available of teaching and learning facilities, adequacy of teaching and learning facilities, utilization of teaching and learning facilities, influence of teaching and learning facilities and level of satisfaction of the teaching and learning facilities which are independent variables captured in the study while other 77.4%, variation in dependent variable can be attributed to other component of entrepreneurship education that beyond the scope of this study. The adjusted R^2 being 0.202 also indicates that the independent variables were still explain 20.2%, of the variations in acquisition of entrepreneurship competencies after when the necessary adjustment is to the model.

4.4.6 Result of ANOVA

Table 4.17: ANOVA Result

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.959	5	1.992	11.269	.000 ^b
	Residual	60.805	344	.177		
	Total	70.764	349			

a. Dependent Variable: EC

b. Predictors: (Constant),STLF, ATLF, ATLF, ITLF, UTLF

Table 4.17 shows the results from the multiple regression analysis which tests level of model fitness. The F-statistic which measures the adequacy and fitness of the model used in the study stood at 11.269 with a p-value of 0.000^b which is significant at 5%; this shows that the model is fit for analysis.

4.5 Test of Hypotheses

In order to test the hypotheses formulated at the beginning of this study, multiple regression was used so as to determine the influence of teaching and learning facilities on the enhancement of entrepreneurial competence and skills acquisition among the Library Information Science students.

4.5.1 Decision Rule

In order to reject or accept the null hypothesis in this study, the hypotheses were tested at 95% confidence level at 5% level of significance.

4.5.2 Restatement of Hypotheses

The hypotheses formulated for the study were:

H₀₁: The available teaching and learning facilities have no significant influence on the LIS students' acquisition of entrepreneurial competence in the LIS schools in the universities in Northern States of Nigeria.

H₀₂: The adequacy of teaching and learning facilities have no significant influence on the LIS students' acquisition of entrepreneurial competence in the LIS schools in the universities in Northern States of Nigeria.

H₀₃: The utilization of teaching and learning facilities have no significant influence on the LIS students' acquisition of entrepreneurial competence in the LIS schools in the universities in Northern States of Nigeria.

H₀₄: Influence of teaching and learning facilities has no significant relationship with acquisition of entrepreneurial competence among students in LIS schools in the universities in Northern states of Nigeria.

H₀₅: The level of satisfaction of teaching and learning facilities have no significant influence on entrepreneurial competence that students possess in LIS schools in the universities in Northern states of Nigeria.

4.5.3 Test of Hypothesis

Table 4.18: Regression Result

Model	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	2.641	.259		10.191	.000		
ATLF	.132	.034	.112	1.237	.013	.885	1.016
ATLF	.124	.029	.146	2.831	.007	.810	1.235
UTLF	.192	.045	.238	4.074	.039	.567	1.764
ITLF	.105	.050	.106	2.107	.015	.697	1.435
STLF	.242	.039	.320	6.254	.000	.855	1.047

Source: Field Survey (2019)

Table 4.18 shows the summary of the output for influence of teaching and learning facilities on the enhancement of entrepreneurial competence and skills acquisition among the Library and Information Science students. The functional relationship is estimated as follows:

$$EC = 2.641 + 0.112ATLF + 0.146ATLF + 0.2381UTLF + 0.106 ITLF + 0.320 STLF + \varepsilon$$

The subsequent sub-sections cover the in-depth analysis and discussion of the influence of each component of learning facilities on students acquisition of entrepreneurship competencies in LIS school.

4.5.3.1 Available Teaching and Learning Facilities for Entrepreneurship Education in LIS Schools and Entrepreneurial Competencies

Table 4.18 indicates that the beta value or co-efficient of 0.112 at 5% level of significance. The beta value indicates the value and direction of influence, which the explanatory of the study exerts on the dependent variable of the study. The interpretation of this result is that available teaching and learning facilities for entrepreneurship education in LIS schools is positive related and has weak statistical influence on students acquisition of entrepreneurship competencies in

LIS schools. Specifically, the result indicates that a 11.2% increase in teaching and learning facilities would lead to proportionate increment in students acquisition of entrepreneurship competencies in LIS schools in the period under study. Looking at the p-value of 0.013 which is statistical significant at 5% level of significance. This study found statistical evidence to reject the null hypothesis which states that “Available teaching and learning facilities have no significant influence on the LIS students’ acquisition of entrepreneurial competence among the LIS Schools in the universities in Northern states of Nigeria”.

The study therefore infers that there is weak influence of available teaching and learning facilities for entrepreneurship education on students acquisition of entrepreneurship competencies in LIS schools can be due to the fact that the available teaching and learning facilities needed for entrepreneurship education are not provided evenly and there may be poor motivational teaching and learning facilities by the universities to the students.

4.5.3.2 Adequacy of Teaching and Learning Facilities for Entrepreneurship Education and students acquisition of entrepreneurial competencies in LIS Schools.

Table 4.18 indicates that the beta value or co-efficient of 0.146 at 5% level of significance. The beta value indicates the value and direction of influence, which the explanatory of the study exerts on the dependent variable of the study. The interpretation of this result is that adequacy of teaching and learning facilities for entrepreneurship education in LIS schools is positive related and has weak statistical influence on student’s acquisition of entrepreneurship competencies in LIS schools. Specifically, the result indicates that 14.6% increase in adequacy in teaching and learning facilities would lead to proportion increment in student’s acquisition of entrepreneurship competencies in LIS schools in the period under study. Looking at the p-value of 0.007 which is statistical significant at 5% level of significance. This study found statistical evidence to reject

the null hypothesis which states that “Adequacy of teaching and learning facilities have no significant influence on the LIS students’ acquisition of entrepreneurial competence among the LIS schools in the universities in Northern states of Nigeria”

The study therefore infers that there is weak influence of adequate teaching and learning facilities for entrepreneurship education on student’s acquisition of entrepreneurship competencies in LIS schools can be due to the fact that the available teaching and learning facilities needed for entrepreneurship education are not adequately provided to the University which may cause many students not to enjoy the facilities evenly.

4.5.3.3: Utilization of Teaching and Learning Facilities for Entrepreneurship Education and Student’s Acquisition of Entrepreneurial Competencies in LIS Schools

Table 4.18 indicates that the beta value or co-efficient of 0.238 at 5% level of significance. The beta value indicates the value and direction of influence, which the explanatory of the study exerts on the dependent variable of the study. The interpretation of this result is that utilization of teaching and learning facilities for entrepreneurship education in LIS schools is positive related and has weak statistical influence on student’s acquisition of entrepreneurship competencies in LIS schools. Specifically, the result indicates that 23.8% increase in utilization of teaching and learning facilities would lead to proportion increment in student’s acquisition of entrepreneurship competencies in LIS schools in the period under study. Looking at the p-value of 0.039 which is statistical significant at 5% level of significance. This study found statistical evidence to reject the null hypothesis which states that “The utilization of teaching and learning Facilities have no significant influence on the LIS students acquisition of entrepreneurial competence among the LIS Schools in the Universities in Northern States of Nigeria.”

The study therefore infers that there is weak influence of utilization of teaching and learning facilities for entrepreneurship education on student's acquisition of entrepreneurship competencies in LIS schools can be due to the fact that the most teaching and learning facilities needed for entrepreneurship education are not properly used even since the resources are not adequately provided, it may affect the students not to be able to use the facilities to the maximum.

4.5.3.4: Influence of Teaching and Learning Facilities for Entrepreneurship Education and students acquisition of entrepreneurial competencies in LIS Schools

Table 4.18 indicates the beta value or co-efficient of 0.106 at 5% level of significance. The beta value indicates the value and direction of influence, which the explanatory of the study exerts on the dependent variable of the study. The interpretation of this result is that influence of teaching and learning facilities for entrepreneurship education in LIS schools is positive related and has weak statistical influence on students acquisition of entrepreneurship competencies in LIS schools. Specifically, the result indicates that 10.6% increase in usage of available learning facilities would lead to proportion increment in student's acquisition of entrepreneurship competencies in LIS schools in the period under study. Looking at the p-value of 0.015 which is statistical significant at 5% level of significance. This study found statistical evidence to reject the null hypothesis which states that "The influence of teaching and learning Facilities have no significant relationship with LIS students' acquisition of entrepreneurial competence among the LIS Schools in the universities in Northern states of Nigeria."

The study therefore infers that there is weak relationship between the influence of teaching and learning facilities for entrepreneurship education and students acquisition of entrepreneurship competencies in LIS schools can be due to the fact that the most available teaching and learning

facilities needed for entrepreneurship education are not adequately supply and properly used which limit the numbers of students at which will benefit from the entrepreneurship education.

4.5.3.5: Extent of Satisfaction with the Teaching and Learning Facilities Use in entrepreneurship education and students acquisition of entrepreneurial competencies in LIS Schools

Table 4.18 indicates the beta value or co-efficient of 0.320 at 5% level of significance. The beta value indicates the value and direction of influence, which the explanatory of the study exerts on the dependent variable of the study. The interpretation of this result is that the level of satisfaction from teaching and learning facilities used in entrepreneurship education in LIS schools is positive related and has weak statistical influence on students acquisition of entrepreneurship competencies in LIS schools. Specifically, the result indicates that 32% increase in level of satisfaction of teaching and learning facilities used would lead to proportionate increment in student's acquisition of entrepreneurship competencies in LIS schools in the period under study. Looking at the p-value of 0.000 which is statistical significant at 5% level of significance. This study found statistical evidence to reject the null hypothesis which states that "The level of satisfaction of teaching and learning facilities have no significant influence on entrepreneurial competence that students possess in LIS Schools in the universities in Northern states of Nigeria"

The study, therefore, infers that there is weak influence of level of satisfaction from the teaching and learning facilities used in entrepreneurship education on students acquisition of entrepreneurship competencies in LIS schools can be due to the fact that the most available teaching and learning facilities needed for entrepreneurship education may not be provided adequately, but there are some learning facilities that the students are not conversant with which

might limit the level of motivation that the student may possess from entrepreneurship education being conducted in LIS schools.

4.6 Discussion of Research Findings

The various analyses of the results of this study and the test of hypotheses have shown that:

i. Available teaching and learning facilities for entrepreneurship education positively influenced the level of students acquisition of entrepreneurship competencies in LIS schools in the selected universities in Nigeria. The direction of the correlation and the degree of the effect are shown by the correlation coefficient of beta-value of 0.112 at 5% level of significance. The result of this study is in line with the findings of Okongo, Ngao, Rop, & Nyongesa, 2018, Khan, Ahmed & Nawaz, 2011; Marimuthu & Ismail, 2012, Bassey & Bassey, 2008, and Awobodu, 2008. While, Coleman & Anderson 2001; Orodho, 2014; Orodho, Waweru, Ndichu & Nthinguri, 2013; Sherman, Bohlander & Nell, 1996; Woodford, Jackson, Gillard, Cranz, & Glennon, 2003 are of contrary opinion on the findings of this study on the effect of available teaching and learning facilities on entrepreneurship education.

There are different teaching and learning facilities being made available to be used by students in LIS schools, such as; internet facilities, computer systems, teleconferencing facilities, library resources, public address systems, flip chart, overhead projectors, audio-aids, audio-visual aids, models for teaching and learning, furnished classrooms and equipped entrepreneurship workshop for entrepreneurship education have positive influenced on the level of student's acquisition of entrepreneurship competencies in LIS school. The result shows that the provision of adequate teaching and learning facilities by the universities for teaching entrepreneurship education would influence the students level of acquiring the right entrepreneurship competencies.

ii. The adequacy of teaching and learning facilities for entrepreneurship education is positively influenced the level of student's acquisition of entrepreneurship competencies in LIS schools in the selected universities in Nigeria. The direction of the correlation and the degree of the effect

are shown by the correlation coefficient of beta-value of 0.146 at 5% level of significance. The finding is in line with the findings of Oluwunmi, Ajibola, Iroham, and Eluyele (2017), Anyanwu, Oduagwu, Osai-Onah & Amaechi, 2013. While, Ahmad, Ramayah, Wilson, and Kummerow (2010), Wennekers & Thurik, 1999; Garavan & O’Cinneide, 1994, Garavan and O’Cinneide (1994) are of contrary opinion.

This result indicates that there are different teaching and learning facilities being adequately available for use by students in LIS schools, such as internet facilities, computer systems, teleconferencing facilities, library resources, public address systems, flip chart, overhead projectors, audio-aids, audio-visual aids, models for teaching and learning, furnished classrooms and equipped entrepreneurship workshop for entrepreneurship education that have positive influence on the level of student’s acquisition of entrepreneurship competencies in LIS school. The result shows that the more these teaching and learning facilities are adequately provided by the universities for teaching entrepreneurship education would surely influence the student’s level of acquiring the right entrepreneurship competencies positively.

iii. Utilization of teaching and learning facilities for entrepreneurship education positively influenced the level of students acquisition of entrepreneurship competencies in LIS schools in the selected universities in Nigeria. The direction of the correlation and the degree of the effect are shown by the correlation coefficient of beta-value of 0.238 at 5% level of significance. This finding is in line with the findings of Hyttie, 2009; Totterdell, Hathaway & la Velle, 2011 and Heinonen & Poikkijoki 2006. While, Mansfield, McClelland, Spencer, & Santiago, (1987) are of the contrary opinion.

This result indicates different teaching and learning facilities being utilized by faculty members and students in LIS schools, such as internet facilities, computer systems, teleconferencing facilities, library resources, public address systems, flip chart, overhead projectors, audio-aids, audio-visual aids, models for teaching and learning, furnished classrooms and equipped entrepreneurship workshop for entrepreneurship education that have positive influence on the level of students acquisition of entrepreneurship competencies in LIS school. The result shows that the more these teaching and learning facilities are being utilized by the faculty members in the course of teaching entrepreneurship education would surely influence students level of acquiring the right entrepreneurship competencies positively.

iv.Influence of teaching and learning facilities for entrepreneurship education is positively related to the level of students acquisition of entrepreneurship competencies in LIS School in the selected universities in Nigeria. The direction of the correlation and the degree of the effect are shown by the correlation coefficient of the beta-value of 0.106 at 5% level of significance. This finding is supported by the works of Anyanwu, Oduagwu, Ossai-Onah, & Amaechi, (2013) and Woodford, Jackson, Gillard, Harley, Cranz, & Glennon, (2003). While, Oluwunmi, Ajibola, Iroham, & Eluyele, (2017) are of contrary opinion.

This result indicates that the different teaching and learning facilities being used by the faculty members and students in LIS schools, such as internet facilities, computer systems, teleconferencing facilities, library resources, public address systems, flip chart, overhead projectors, audio-aids, audio-visual aids, models for teaching and learning, furnished classrooms and equipped entrepreneurship workshop for entrepreneurship education influenced the level of students acquisition of entrepreneurship competencies in LIS school. The result shows that the influence of these teaching and learning facilities used in the course of teaching and learning

entrepreneurship education should in the high performance the students experienced in their academics and acquiring the right entrepreneurship competencies.

v. The level of satisfaction with the teaching and learning facilities for entrepreneurship education is positively related to the level of students acquisition of entrepreneurship competencies in LIS School in the selected universities in Nigeria. The direction of the correlation and the degree of the effect are shown by the correlation coefficient of beta-value of 0.106 at 5% level of significance. Totterdell, Hathaway, & la Velle, (2011), Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, Oosthuizen (2008). While, Sherman, Bohlander, & Nell, (1996) and Unger, Rauch, Frese, and Rosenbusch, (2011) are of contrary opinion.

This result indicates that the different level of satisfaction with the learning facilities being used by students in LIS schools, such as; internet facilities, computer systems, teleconferencing facilities, library resources, public address systems, flip chart, overhead projectors, audio-aids, audio-visual aids, models for teaching and learning, furnished classrooms and equipped entrepreneurship workshop for entrepreneurship education influenced the level of student's acquisition of entrepreneurship competencies in LIS school. The result shows that the influence of these learning facilities used by the students in the course of learning entrepreneurship education should in the high performance the students experienced in their academics and acquiring the right entrepreneurship competencies.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study, conclusion, implication of findings, recommendations, limitations of research work, suggestions for further study and contributions to knowledge.

5.2 Summary of the Study

The major aim of the study is to identify the influence of teaching and learning facilities on the entrepreneurial competence acquisition of Library and Information Science students in universities Northern states of Nigeria.

Specifically, the study sought to achieve the following objectives:

1. To find out whether the available teaching and learning facilities influence acquisition of entrepreneurial competencies of Library and Information Science students in the universities in Northern states of Nigeria.
2. To determine how the adequacy of teaching and learning facilities influence students entrepreneurial competence of Library and Information Science schools in the universities in Northern states of Nigeria.
3. To determine the level at which the utilization of teaching and learning facilities influence acquisition of entrepreneurial competencies of LIS students in the Library and Information Science schools in the universities in the Northern states of Nigeria
4. To determine the extent of the influence of teaching facilities used is related to the acquisition of entrepreneurial competence of LIS students in the Library and Information Science schools in the universities in Northern states of Nigeria.

5. To establish the level of satisfaction with teaching and learning facilities used by Library and Information Science students and influence on their acquisition of entrepreneurial competence in LIS Schools in the universities in the Northern States of Nigeria

Furthermore, chapter one contains the statement of the research problem, the research questions, research hypotheses, significance of the study, scope and delimitation of the study. In chapter two, a review of literature of the past and present on the teaching and learning facilities and entrepreneurship competencies were presented, while learning and system theories were adopted to underpin the relationship between the teaching and learning facilities and entrepreneurship competencies of students in entrepreneurship education. Finally, in this chapter, the opinions and views of different authors were highlighted as regards the definition, concept, dimensions, and overview of learning facilities and entrepreneurship competencies.

Chapter three is the research methodology which involves the various methods used in the research work which are the descriptive research design and survey method while the research instrument used for the collection of data was the questionnaire. The questionnaires were administered to 378 students and 50 faculty members of five selected Northern universities: 107 students from A.B.U, Zaria; 54 students from A.T.B.U., Bauchi; 106 students from B.S.U, Makurdi; 73 students from F.U.T, Minna; 74 students from U.M.Y.U, Katsina; and 10 faculty members each from the respective universities. However, 300 questionnaires and 50 questionnaires were retrieved from the students and the faculty members of the selected Northern universities which were analysed through the regression technique.

Chapter four is presentations and analysis of the data collected from the questionnaires administered to the students and faculty members of the selected Northern universities. Descriptive statistics were used for the analysis of the data, regression and correlation analysis

were also adopted to test the stated hypotheses. Chapter five contains summary, conclusion, recommendations, limitation of the study and suggestion for further study.

5.3 Summary of the Major Findings

1. Summarily, the mean score of the questions related to available teaching and learning facilities for entrepreneurship education in LIS schools are generally above average: these include internet, computer resources, library resources, public address systems, overhead projector, audio aids, audio-visual aids, and furnished classroom. This implies that these teaching and learning facilities are provided in order to facilitate entrepreneurship education in the LIS schools. On the other hand, the mean scores for teleconferencing facilities and entrepreneurship workshops are of average which implies that these facilities are not adequately provided for the student for entrepreneurship education. Meanwhile, the mean score of flip chart and model for teaching and learning facilities are below average which implies that the facilities are inadequately provided by the selected Northern universities in facilitating entrepreneurship education in the LIS schools.

Thus, the selected universities in the Northern states of Nigeria provided different teaching and learning facilities, such as: internet, computer resources, library resources, public address systems, overhead projector, audio aids, audio-visual aids, furnished classroom, teleconferencing facilities, equipped entrepreneurship workshop, flip chart, and model for LIS students so as to aid their entrepreneurship education.

2. From the findings, majority of the respondents that comprise students and faculty members of selected Northern universities agreed that most of the available teaching and learning facilities, such as; internet, computer's systems, information and library

resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop are adequately provided by the universities to support the students in facilitating the learning of entrepreneurship education in LIS schools. However, the respondents are of the opinion that some teaching and learning facilities, such as flip chart and models are not adequately provided by the selected universities as evident from their mean response which is below average.

3. From the findings, majority of the respondents that comprise students and faculty members of selected Northern universities agreed that most of the available teaching and learning facilities, such as internet, computer systems, library and information resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop provided by the universities are used in the teaching and learning process of entrepreneurship education in LIS schools. However, the respondents are of the opinion that some teaching and learning facilities, such as flip chart and models provided by the universities but are rarely used in the teaching and learning of entrepreneurship education in LIS schools as justified by their mean response that was below-average.
4. From the findings, majority of the respondents that comprise students and faculty members of selected Universities in the Northern states of Nigeria agreed that most of the available teaching and learning facilities, such as internet facilities, computer's systems, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop provided by the universities are

used by students and majorly influenced their academic performance and entrepreneurship competence in LIS schools. However, the respondents are of the opinion that flip chart and model for teaching and learning facilities averagely influenced the student's performance and their entrepreneurial competence in LIS schools.

5. Thus, majority of the respondents that comprise students and faculty members of the selected Northern universities are satisfied with the available teaching and learning facilities, such as internet facilities, computer's systems, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop and rarely satisfied with models respectively which are being provided by the universities in the cause of teaching and teaching and learning entrepreneurship education in LIS schools

5.4 Contribution to Knowledge

This study has contributed to knowledge in the following ways:

1. The research study provides a valuable collection of ideas, facts, and figures that can be of importance to other researchers, entrepreneurs, lecturers, and students of Library and Information Science schools in comprehending the nature of effect and relationship between teaching and learning facilities, entrepreneurship education, and entrepreneurial competence.
2. The empirical review of relevant research on the influence of teaching and learning facilities in entrepreneurship education on acquisition of entrepreneurship skills and competencies outcome which bring up right entrepreneurship behaviour. This study

therefore provides a basis for research works in this country to be used in the universities in Northern states of Nigeria particularly Library and Information Science schools.

3. The study contributes to knowledge by establishing that teaching and learning facilities used in entrepreneurship education influenced acquisition of entrepreneurial skills and competencies that shape their vocational skills, conceptual and relationship competencies, business and managerial competencies, and human relations competencies which affected their entrepreneurship behaviours by the Library and Information Science students in the universities in Northern states of Nigeria. In previous studies, some researchers agree that there is a positive relationship between teaching and learning facilities used in entrepreneurship education and entrepreneurship competencies, while others contended that there is no relationship between the two. This study has therefore contributed to knowledge by pointing out that there is a significant influence of teaching and learning facilities used in entrepreneurship education on acquisition of entrepreneurship competencies of LIS students in selected Northern universities.

5.5 Limitations of the Study

Some limitations were encountered during the research work, such as the concentration of the study on the selected universities in Northern states of Nigeria thereby limiting the applicability of the findings to other geo-political universities in Nigeria.

Data collection was limited to the final year undergraduate students of five selected universities in the Northern states of Nigeria with specific reference to Library and Information Science schools. Therefore, the findings of this study may not reflect what obtains in other universities and can not be generalized to other universities and other fields. Also, the teaching and learning facilities considered in the study are limited while there are other facilities used in teaching and

learning of entrepreneurship education which the study did not cover. Another constraint encountered was that some of the respondents were not willing to fully complete the questionnaires used for collecting data due to complaints of time.

5.6 Conclusion

This study concludes that teaching and learning facilities such as internet, computer's systems, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop have great influence on acquisition of different entrepreneurship competencies ranging from vocational skills, conceptual and relationship competencies, business and management competencies, human relations competencies in LIS schools. Thus, teaching and learning facilities in entrepreneurship education have positive effect and is a predictor of entrepreneurship education outcomes. It also concludes that an entrepreneurial mindset enhances the clarity of business vision.

This study found out that the innovative skills and competencies acquired during the entrepreneurship education by LIS students are a predictor of entrepreneurial status and entrepreneurial capability facilitates the risk-taking abilities of students. This also reveals that there is a direct positive relationship between learning and teaching facilities and entrepreneurship education outcomes. These findings, therefore, validate the learning theory which emphasized that teaching and learning are inherent processes that may take the form of standard instruction, training, coaching or consultancy, facilitation or mentoring in one's lives that bring the achievements and failures that shape one's personalities. Thus, help in acquiring new or reinforcing existing knowledge, skills, attitudes, behaviours, values or preferences that

meant to develop and equipped individual to meet up the societal challenges and make a valuable contribution to the society at large.

5.7 Recommendations

The following recommendations are made based on the findings of the study:

1. Library and Information Science schools should ensure the provision of the required teaching and learning facilities for entrepreneurial education and acquisition of skills and competencies. Through these facilities; internet, computer's systems, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop, flip chart and models, students can be taught and conversant with the physical application of the lesson learnt regardless of their academic specialization which can make them remembered easily to solve personal and societal needs and be self-reliant.
2. The adequacy of teaching and learning facilities for entrepreneurship education should be grouped according to the skills and abilities of students and should also be linked to the academic specialisation of each student in a way they can use their knowledge to identify and exploit existing opportunities around them. The learning environment should be conducive for the use of these learning facilities so as to encourage students to pursue entrepreneurship and acquired the needed skills and competencies needed for their future endeavours.
3. The utilization of teaching and learning facilities for entrepreneurship education should have a practical aspect whereby students are asked to take up a business project using the facilities. This, therefore, helps to build the entrepreneurship behaviour of students in

which students exhibit entrepreneurial traits such as risk-taking, innovating new ideas having a clear vision for the business. Entrepreneurship education should also focus on other areas such as identification of business opportunities, how to generate ideas, entrepreneurial financing, entrepreneurial marketing, venture management and also social entrepreneurship.

4. In order to ascertain the level of influence of these teaching and learning facilities, students should be encouraged to utilize the internet, computers, information and library resources, public address systems, functional digital overhead projector, audio-aids, visual aids, laboratory equipment, classroom and furniture, and equipped entrepreneurship workshop, flip chart and models in carrying out practicals such as writing a business plan, start a business and network with other people that are also in that line of business.
5. The entrepreneurial mind-set of students should be expanded by enabling them to think outside the box and use their creative mind to show the level of their satisfaction with the available learning facilities provided for them. This, can be done by ensuring that the right facilities are put in place and the teachers are qualified and equipped with adequate knowledge and skills to impart the rightful entrepreneurship skills and competencies needed for their future endeavour.

5.8 Suggestions for Further Study

The following suggestions will be beneficial for future research:

This study was concerned with undergraduate students in some selected Northern Universities, Nigeria. The sample was drawn from graduate students of LIS in five selected Northern universities in Nigeria.

1. Research similar to it can be carried out that will consider other Northern state universities and other fields of study so as to ascertain the applicability of the research findings in other contexts.
2. Further research can be carried out considering other teaching and learning facilities used in entrepreneurship education beyond the scope of the study in other geopolitical zones.

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Volume 34, Number 2 p223-236

Appendix I

QUESTIONNAIRES FOR FACULTY MEMBERS

Department of Library and Information Science
Faculty of Education
Ahmadu Bello University, Zaria
July 2019.

Dear Respondent,

Request for Filling of Questionnaire

I am a postgraduate student in the Department of Library and Information Science, Ahmadu Bello University, Zaria conducting a research titled “Influence of Teaching and Learning Facilities on Entrepreneurial Competence of Library and Information Science Students in the Library and Information Science Schools in the Universities in Northern states of Nigerian”.

The information requested for is purely for research purpose. The identity of the respondents is not required. Please, kindly assist to respond honestly to the questions in this questionnaire. All information given will be treated confidentially.

Thank you.

Yours Sincerely

MAIFATA, Nurudeen Mu'azu
Phd/Educ/36778/2012-2013

PART A: DEMOGRAPHIC INFORMATION (FACULTY MEMBERS)

Please kindly tick (✓) the relevant space provided to express yourself

1. Status

- Academic members []
Technical Staff []

2. Name of Institutions

- Abubakar Tafawa Balewa University, Bauchi []
Ahmadu Bello University, Zaria []
Benue State University, Makurdi []
Federal University of Technology, Minna []
Umar Musa Yar'adua University, Katsina []

3. Gender

- Male []
Female []

4. Qualifications

Please indicate your highest education qualification?

- a. Ph.D []
b. MLS/MSc/MARM/M.ED, MBA []
c. BLIS/BSc/BLS/BA []
d. Others specify_____

PART B: TEACHING FACILITIES FOR ENTREPRENEURSHIP

SECTION A: Available Teaching Facilities in LIS Schools

Please tick as many as appropriate the items available for the effective teaching of entrepreneurship in your institutions. (tick as many as applicable);

1. Internet []
2. Computers []
3. Teleconferencing facilities []
4. Library resources []
5. Public address systems []
6. Flip Chart []
7. Overhead Projector (OHP) []
8. Audio-Aids e.g. radio, tape recorder, gramophone []
9. Audio-Visual Aids e.g. television, film projector, film strips. []
10. Models []

11. furnished Classrooms []
 12. Equipped Entrepreneurship workshop []

Others: specify.....

5. Adequacy of Teaching Facilities for Entrepreneurship in LIS Schools

Below are the facilities for effective teaching of entrepreneurship.

Indicate your level of agreement with the adequacy of the available facilities for teaching entrepreneurship in the LIS schools using the following scales.

5- Highly Adequate 4-Adequate 3-Rarely Adequate 2-In-adequate 1-Uncided

	Adequacy of Teaching Facilities	Levels of Adequacy				
		5	4	3	2	1
1	Internet facilities					
2	Computer systems					
3	Library information resources					
4	Functional Public Address Systems					
5	Flip Chart					
6	Functional Overhead Digital Projector (OHP)					
7	Functional Audio-Aids e.g.radio, tape recorder, gramophone					
8	Functional Visual Aids e.g. television, film projector, film strips for teaching.					
9	Laboratories equipment for the number of students in the school for teaching					
9	Models for teaching					
10	Classrooms and furniture (desks, chairs, cupboards, shelves, wash hand basins, tables, shelves, white, black and smartboard).					
11	Entrepreneurship workshop and equipment's (on paper production, computers and radio/television repairs etc.)					

SECTION B: Extent of Facilities Utilization for Teaching Entrepreneurship in LIS Schools

Please tick as many as appropriate the items on the extent of facilities utilization for teaching entrepreneurship using the following scales;

5- Highly Utilized 4- Utilized 3-Rarely Utilized 2-Not Utilized 1-Uncided

	Utilization of Teaching Facilities	Levels of Utilization				
		5	4	3	2	1
1	Internet facilities					
2	Computer facilities					
3	Library information resources					
4	Public Address Systems					
5	Flip Chart					
6	Overhead digital projector (OHP)					
7	Audio-aids facilities e.g. radio, tape recorder, gramophone					
8	visual Aids facilities e.g. television, film projector, film strips					

9	Laboratories equipment for the number of students in the school for teaching					
9	Models for teaching					
10	Classrooms and furniture (desks, chairs, cupboards, shelves, wash hand basins, tables, shelves, white, black and smartboard).					
11	Entrepreneurship workshop and equipment's (on paper production, computers and radio/television repairs etc.)					

SECTION C: Influence of Teaching Facilities on Students' acquisition of Entrepreneurial competence

Indicate your level of agreement with the Teaching facilities influence on the students' acquisition of entrepreneurial competence in your school using the following scales.

5- Highly Influenced 4-Influenced 3- Rarely Influenced 2- Not Influenced 1- Undecided

	Influence of Teaching Facilities	Levels of Influence				
		5	4	3	2	1
1	Internet facilities help improve students access and positive educational outcome					
2	Audio-visual facilities assist the teacher to make lesson much clearer to the learner.					
3	Projectors make learning very pleasant to the students because they offer a reality experience that enhances student entrepreneurial competence					
4	Computer provide reality experience and stimulates self-activity and imagination on the part of students					
5	Public address system enables students with hearing challenges to follow up in the lesson hence increase their performances and competence					
6	Flip charts are used in this school to teach, which invariably increase the students' performance and entrepreneurial competence					
7	Public address system is used to teach large population of students to facilitate understanding and interactions					
8	Visual-Aids facilities assist the teacher to make lesson much clearer to the learner.					
9	Teleconferencing facilitates understanding and participation					
10	Use of models facilities help students to recall some concepts and it improve their performance and develop entrepreneurial competence					
11	Entrepreneurship workshop allow for practical demonstration and participation in enhances the students' effectiveness to acquire and develop entrepreneurial skills for self-reliance.					

SECTION D: Extent of Satisfaction with the Teaching Facilities Use in LIS Schools

Please indicate the extent you agree or disagree with the extent of satisfaction with the teaching facilities in your school using the following scales;

5- Highly satisfied 4- Satisfied 3- Moderately satisfied 2- Rarely satisfied 1- Not satisfied

	Satisfaction with the teaching facilities	Levels of Satisfaction				
		5	4	3	2	1
1	Internet					
2	Computers					
3	Entrepreneurship workshop					
4	Library resources					
5	Laboratories equipment					
6	Teleconferencing facilities					
7	Overhead Projector (OHP)					
8	Audio-Aids e.g. radio, tape recorder, gramophone					
9	Audio-Visual Aids e.g. television, film projector, film strips.					
10	Models for teaching					
11	Furnished classrooms					

Appendix II

QUESTIONNAIRES FOR STUDENTS

Department of Library and Information Science
Faculty of Education
Ahmadu Bello University, Zaria
July, 2019.

Dear Respondent,

Request for Filling of Questionnaire

I am a postgraduate student in the Department of Library and Information Science, Ahmadu Bello University, Zaria conducting a research titled “Influence of Teaching and Learning Facilities on Entrepreneurial Competence of Library and Information Science Students in the Library and Information Science Schools in the Universities in Northern states of Nigerian”.

The information requested for is purely for research purpose. The identity of the respondents is not required. Please, kindly assist to respond honestly to the questions in this questionnaire. All information given will be treated confidentially.

Thank you.

Yours Sincerely

MAIFATA, Nurudeen Mu'azu
Phd/Educ/36778/2012-2013

PART A: DEMOGRAPHIC INFORMATION (STUDENTS)

Please kindly tick (✓) the relevant space provided to express yourself

1. Status

Undergraduate student []

2. Name of Institution under study

Abubakar Tafawa Balewa University, Bauchi []

Ahmadu Bello University, Zaria []

Benue State University, Makurdi []

Federal University of Technology, Minna []

Umar Musa Yar'adua University, Katsina []

3. Gender

Male []

Female []

PART B: LEARNING FACILITIES AND ENTREPRENEURIAL COMPETENCE

4. Section A: Available Learning Facilities for Entrepreneurship Education in LIS Schools

Please tick as many as appropriate the items available for the effective learning of entrepreneurship in your institutions. (tick as many as applicable);

1. Internet []

2. Computers []

3. Teleconferencing facilities []

4. Library resources []

5. Public address systems []

6. Flip Chart []

7. Overhead Projector (OHP) []

8. Audio-Aids e.g. radio, tape recorder, gramophone []

9. Audio-Visual Aids e.g. television, film projector, film strips. []

10. Models for teaching and learning []

11. furnished Classrooms []

12. Equipped Entrepreneurship workshop []

Others: specify.....

5. Adequacy of Learning Facilities for Entrepreneurship Education in LIS Schools

Below are the facilities for effective learning of entrepreneurship.

Please indicate your level of agreement with the adequacy of the available facilities for learning entrepreneurship in the LIS schools using the following scales.

5- Highly Adequate 4-Adequate 3-Rarely Adequate 2-In-adequate 1-Undecided

	Adequacy of learning Facilities	Levels of Adequacy				
		5	4	3	2	1
1	Internet facilities					
2	Computer systems					
3	Library and information resources					
4	Functional Public address systems for learning					
5	Flip Chart					
6	Functional Digital Overhead Projector (OHP)					
7	Functional Audio-Aids e.g.radio, tape recorder, gramophone					
8	Functional Visual Aids e.g. television, film projector, film strips for learning.					
9	Laboratories equipment for the number of students in the school.					
9	Models for teaching and learning.					
10	Classrooms and furniture includes desks, chairs, cupboards, shelves, wash hand basins, tables, shelves, white, black and smartboard.					
11	Capacity Entrepreneurship workshop with equipment on paper production, computers and radio/television repairs etc.					

SECTION B: Extent of Facilities Utilization for Learning Entrepreneurship in LIS Schools

Please tick as appropriate each item as to the extent of facilities utilization for learning entrepreneurship using the following scales;

5- Highly Utilized 4- Utilized 3-Rarely Utilized 2-Not Utilized 1-Uncided

	Utilization of Learning Facilities	Extent of Utilization				
		5	4	3	2	1
1	Internet facilities for learning					
2	Computer systems for learning					
3	Library and information resources for learning					
4	Public Address Systems					
5	Flip Chart					
6	Digital Overhead Projector (OHP)					
7	Audio-aids facilities e.g. radio, tape recorder, gramophone for learning					
8	Visual Aids facilities e.g. television, film projector, film strips for learning					
9	Laboratories equipment for learning					
9	Models for learning					
10	Classrooms facilities					

11	Entrepreneurship workshop facilities for learning					
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SECTION C: Influence of Learning Facilities on Students' acquisition of Entrepreneurial competence

Please indicate your level of agreement with the Learning facilities that influence students' acquisition of entrepreneurial competence in your school using the following scales.

5- Highly Influenced 4-Influenced 3- Rarely Influenced 2- Not Influenced 1- Undecided

	Influence of Learning Facilities	Levels of Influence				
		5	4	3	2	1
1	Internet facilities help improve students access and positive educational outcome					
2	Audio-visual facilities help the learners to understand lesson much clearer without ambiguity.					
3	Digital Projectors make learning very pleasant to the students because they offer a reality experience that enhances student entrepreneurial competence.					
4	Computer provide reality experience and stimulates self-activity and imagination on the part of students					
5	Public address system enables students with hearing challenges to follow up in the lesson and increases their performances					
6	Visual-aids facilities help the learners to understand lesson much clearer without ambiguity.					
7	Use of Flip charts increase the students' performance and their entrepreneurial competence					
8	Entrepreneurship workshop help students to acquire and develop entrepreneurial skills					
9	Teleconferencing facilities enhances knowledge sharing which bring about good academic performance in the students					
10	Models in classes help students to recall some concepts and it improve their performance and develop entrepreneurial competence					
11	Laboratories equipment help students to acquire and develop technical and entrepreneurial skills and competence					

SECTION D: Extent of Satisfaction with the Learning Facilities Use in LIS Schools

Please indicate the extent you agree or disagree with the extent of satisfaction with the learning facilities in your school using the following scales;

5- Highly Satisfied 4- Satisfied 3- Rarely Satisfied 2- Not Satisfied 1- Undecided

	Satisfaction with the Learning facilities	Levels of Satisfaction				
		5	4	3	2	1
1	Internet facilities					
2	Computers					
3	Entrepreneurship workshop					
4	Library resources					

5	Laboratories equipment					
6	Teleconferencing facilities					
7	Overhead Projector (OHP)					
8	Audio-Aids e.g. radio, tape recorder, gramophone					
9	Audio-Visual Aids e.g television, film projector, film strips.					
10	Models					
11	Furnished classrooms					

SECTION E: Entrepreneurial competence acquired from the LIS Schools?

Please indicate the extent you have acquire entrepreneurial competence using the available teaching and learning facilities in your institution with the following competence skills;

5- Large extent 4- Low extent 3-Rare extent 2-No extent 1-Uncided

	Competence skills	Levels of Competence skills acquired				
		5	4	3	2	1
	Entrepreneurial competencies:					
1	Idea Generation					
2	Innovation Skills					
3	Visioning					
4	Envisioning Opportunities					
5	Product Innovation					
6	Creativity					
7	Willingness To Take Risk					
8	Scan Environment For Opportunities					
9	Ingenuity					
10	Risk Taking					
	Conceptual and Relationship Competencies:					
11	Interpersonal Skills					
12	Oral Communication Skills					
13	Networking					
14	Self-Confidence					
15	Integrity					
16	Motivating Self					
	Business and management competencies:					
17	Budgeting Skills					
18	Business Operational Skills,					
19	Business Plan Preparation and Writing					
20	Managing Finance					
21	Developing Management Skills Planning Business Activities.					
22	Formulating and Implementing Strategies For Exploiting					
	Human relations competencies:					

23	Human Relations Management Skills					
24	Management Style And Management Skills					
25	Leadership Skills					
26	Hiring Skills					
27	Managing Employee Performance					

Appendix III

Dimensions of Teaching Models

Dimension/model	Supply model: ‘about’ mode (learning to understand e-ship)	Demand model: ‘through’ mode (learning to become entrepreneurial)	Competence model: ‘for’ mode (learning to become an entrepreneur)
Curriculum: general teaching aims/outcomes, content, group formation	To explore the nature of entrepreneurship. To remember and apply theoretical material in simple tasks. ->Knowledgeable personality. Homogenous groups of students. Content defined by scholarly research.	To give meaning, organise knowledge about theory and practice of entrepreneurship, understand and analyse. To inspire and motivate students to become entrepreneurs. To develop individual entrepreneurialism and provide opportunities for practice. ->Entrepreneurial personality. Content defined by students’ needs.	To evaluate and create or reorganise existing knowledge for actions. Knowing, thinking, doing and reflecting – integrated into the experiential learning context. ->Entrepreneur. Interdisciplinarity is embedded. Content defined by real-life problems to be solved
Methodology: focus; methods, means	Knowledge transmission and reproduction, developing critical thinking, theoretical.	Strengthening by imparting knowledge, emphasising exploration, experimentation (e.g. application of old theories in new ways).	Developing know-how; emphasising communication, networking and production.
		Supporting achievement of self-congruent goals and/or self-development in a team and relation of external and internal environment. Creation of special learning environment. Experience-based pedagogy: work, project, problem-based learning...	
	Lectures, seminars; reading textbooks, solving exercises, case studies, in-class group work, discussions, business planning, watching and listening audiovisuals, etc.	Lectures, seminars, field trips, simulations, animations, case studies, thematic debates, elevator pitches, business planning, internships, learning diaries, etc. Should be developed before instruction based on students’ characteristics.	Real-life projects with companies, innovation teams, entrepreneurship labs and competitions, incubation, 24-h camps, virtual or real mini-companies, simulations, business modelling, mentorship, etc.
Assessment	Exams, tests; summative. Outcomes measurement may not exist.	Summative and formative (e.g. through mentoring). Some form of outcomes measurement exists (e.g. course feedback survey).	Performance in authentic situations. Self and peer assessment. Long-term tracking of graduates. EE outcomes measurement system.
Environment: physical, social, ecosystem	Standard classrooms and lecture amphitheatres. Formality and standards prevail. Underdeveloped local EE ecosystem	Interactive classes/training sessions in standard or out-of-classroom settings, living labs, entrepreneurship camps, etc. Authenticity, ease of educator-student communication, techadvancement. EE ecosystem support (cooperation with entrepreneurs and industry, preincubators, science parks, design factories, alumni networks, etc.).	
Regulations: EE policy, support structures, training of educators	EE is not a priority of the education policy or an HEI. No specialist training programmes for educators, experience in e-ship is not a prerequisite.	EE is one of the education system’s priorities. Specialist advisory services or support structures for students. Pedagogical training of educators; experience in the field and pedagogy is one of the recruitment criteria.	EE is one of the top education policy priorities. Systematic support and advisory; divisions, chairs, centres. Regular training programmes for educators. Recruitment of educators experienced in the field and pedagogy.
Financing: budget allocation, income generation	EE is not a priority in the allocation of resources and is not considered a means of income generation.	Internal support for EE development – systematic stimulation of entrepreneurial “life world”, dedication of resources ensuring scalability and sustainability. Income generation through EE: knowledge and technology transfers, spin-offs and -outs, academic entrepreneurship.	
O	Dominant	Behaviourism and cognitivism	Cognitivism and constructivism
			Social constructivism

N T O L O G I C A L L E V E L	learning paradigm(s)			
	Education theory base	Classical conditioning Operant conditioning Neo-behaviourism Social cognitive theory Cognitive development theory	Social cognitive theory Cognitive development theory, gestalt Humanism Praxeology Experiential learning theory	Activity theory Praxeology Pragmatism, experiential learning theory Humanism Andragogy
	Approach	Content-driven. To explain entrepreneurship as a classical economic phenomenon. Teacher centred.	Content and process-driven. To help students go through the process of self-discovery and -appropriation for possible entrepreneurial path. Learner-centred.	Process-driven. To develop expertise of students in a situational context by experiencing entrepreneurship as a process. Team-centred.
	Educator's role	Presenter and instructor may not have practical experience in entrepreneurship	Instructor and trainer; "cheerleader", experienced in pedagogy and entrepreneurship.	Facilitator, mentor, consultant, coach, fellow learner, having extensive experience in entrepreneurship.
	Student's role	Passive, receptive; rather limited.	Active, generative; wide.	Participative, co-creation of knowledge; independent and responsible.

Source: adapted from Béchard and Grégoire (2005b).

Appendix IV

Questionnaire Administration in selected Northern Universities Studied

Category of Universities	Sample/no of copies of Questionnaires Administered (Students)	Sample/no of Questionnaires Administered (Faculty Staff)	No of copies of Questionnaires Duly Completed Students and Faculty members		% of copies of Questionnaires Duly Completed and Return	% of copies of Questionnaires not Returned
A.T.B.U	46	8	37	8	80.43%	19.57%
A.B.U	107	14	83	14	77.57%	22.43%
B.S.U	100	6	79	6	79%	21%
F.U.T Minna	61	12	41	12	67.21%	32.79%
U.M.Y.U	64	10	60	10	93.75%	6.25%
Total	378	50	300	50	79.37%	20.63%

Undergraduate Students/ Faculty members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate Student	300	85.7	85.7	85.7
	Faculty Members	50	14.3	14.3	100.0
	Total	350	78.8	100.0	
Total		350	100.0		

Descriptive Statistics on Adequacy of teaching and Learning Facilities for Entrepreneurship Education in LIS Schools Studied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Internet/ICT facilities	350	1.00	5.00	3.567	1.40376	.511	.113
Computer systems	350	1.00	5.00	3.8314	1.52407	.131	.133
Library resources	350	1.00	5.00	3.9714	1.37071	.177	.103
Public address systems	350	1.00	5.00	3.5886	1.43857	.261	.115

Flip Chart	350	1.00	5.00	2.2857	1.56742	.893	.130
Digital Overhead Projector	350	1.00	5.00	3.6743	1.25635	.944	.108
Audio-Aids	350	1.00	5.00	3.6514	1.44138	.246	.117
Visual Aids	350	1.00	5.00	3.7200	3.02580	.203	.143
Laboratories equipment	350	1.00	5.00	3.2743	1.42196	.403	.128
Models for teaching & learning	350	1.00	5.00	2.9571	1.43069	.172	.135
Classrooms and furniture	350	1.00	5.00	3.8000	1.39586	.210	.141
Entrepreneurship workshop	350	1.00	5.00	3.263	1.40376	.511	.110
Valid N (listwise)	350						

Table 4.5: Descriptive Statistics on Extent of Facilities Utilization for teaching and Learning Entrepreneurship in LIS Schools Studied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Internet/ICT facilities	350	1.00	5.00	3.6114	1.30137	.687	.113
Computer systems	350	1.00	5.00	3.7371	1.49633	.125	.133
Library resources	350	1.00	5.00	3.8629	1.06752	.837	.103
Public address systems	350	1.00	5.00	3.8914	1.06504	.535	.115
Flip Chart	350	1.00	5.00	2.1857	1.13921	.882	.130
Digital Overhead Projector	350	1.00	5.00	3.4543	1.20976	.381	.108
Audio-Aids	350	1.00	5.00	3.3914	1.54871	.667	.117
Visual Aids	350	1.00	5.00	3.7429	1.16400	.362	.143
Laboratories equipment	350	1.00	5.00	3.0657	1.11449	.379	.128
Models for teaching & learning	350	1.00	5.00	2.2857	1.29516	.658	.135
Classrooms and furniture	350	1.00	5.00	3.5571	1.26543	.129	.141
Entrepreneurship workshop	350	1.00	5.00	3.3857	1.29516	.658	.110
Valid N (listwise)	350						

Table 4.6: Descriptive Statistics on Influence of teaching and Learning Facilities on Students' acquisition of Entrepreneurial Competence Studied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Internet/ICT facilities help improve students access and positive educational outcome	350	1.00	5.00	3.7571	1.25120	.962	.142
Audio-visual facilities help the learners to understand lesson much clearer without ambiguity.	350	1.00	5.00	3.629	1.26742	.602	.130
Digital Projectors make learning very pleasant to the students because they offer a reality experience that enhances student entrepreneurial competence.	350	1.00	13.00	3.5371	1.71235	.757	.143
Computer provide reality experience and stimulates self-activity and imagination on the part of students	350	1.00	14.00	3.8857	1.44372	1.184	.120
Public address system enables students with hearing challenges to follow up in the lesson and increases their performances	350	1.00	5.00	3.9686	1.23772	.317	.123
Visual-aids facilities help the learners to understand lesson much clearer without ambiguity	350	1.00	5.00	3.6400	1.33268	.919	.110
Use of Flip charts increase the students' performance and their entrepreneurial competence	350	1.00	5.00	2.8257	.93387	.182	.109
Entrepreneurship workshop help students to acquire and develop entrepreneurial skills	350	1.00	5.00	3.9143	1.04543	.020	.103
Teleconferencing facilities enhances knowledge sharing which bring about good academic performance in the students	350	1.00	5.00	3.0857	1.05362	.730	.143
Models in classes help students to recall some concepts and it improve their performance and develop entrepreneurial competence	350	1.00	5.00	2.9599	1.22643	.182	.131
Laboratories equipment help students to acquire and develop technical and entrepreneurial skills and competence	350	1.00	5.00	3.4974	2.34440	.960	.151

Valid N (listwise)	350						
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Table 4.7: Descriptive Statistics on Extent of Satisfaction with the teaching and Learning Facilities Use in LIS Schools Studied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Internet/ICT facilities	349	1.00	5.00	3.8138	1.50568	.227	.131
Computers	349	1.00	5.00	3.8940	1.04094	.090	.131
Entrepreneurship workshop	348	1.00	5.00	3.8851	1.39514	.018	.131
Library resources	349	1.00	5.00	3.9054	.98826	.125	.131
Laboratories equipment	350	1.00	5.00	3.2686	1.17612	.613	.120
Teleconferencing facilities	350	1.00	5.00	3.5171	1.48902	.697	.140
Overhead Projector (OHP)	350	1.00	5.00	3.5371	1.33609	.943	.133
Audio-Aids	350	1.00	5.00	3.9543	1.36605	.107	.120
Audio-Visual Aids	350	1.00	5.00	3.8057	1.42862	.461	.125
Models	350	1.00	5.00	2.3571	1.26939	.877	.129
Furnished classrooms	350	1.00	5.00	3.9057	1.17750	.161	.130
Valid N (listwise)	348						

Table 4.8: Descriptive Statistics on Entrepreneurship competencies skills acquired from the LIS Schools Studied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Idea Generation	300	1.00	5.00	2.9600	3.14202	.074	.113
Innovation Skills	300	1.00	5.00	2.5400	1.32525	.318	.133
Visioning	300	1.00	5.00	2.7229	1.46019	.262	.103
Envisioning Opportunities	300	1.00	5.00	2.8914	1.37713	.108	.115
Product Innovation	300	1.00	5.00	2.0743	3.12860	.152	.130
Creativity	300	1.00	5.00	3.9543	1.22681	.343	.108
Willingness To Take Risk	300	1.00	5.00	2.9486	1.39696	.117	.117
Scan Environment For Opportunities	300	1.00	5.00	3.2457	1.47459	.551	.143
Ingenuity	300	1.00	5.00	3.0771	1.24495	.308	.128
Risk Taking	300	1.00	5.00	2.5571	1.28954	.494	.135
Valid N (listwise)	300						

Table 4.9: Descriptive Statistics on Conceptual and Relationship Competencies skills acquired from the LIS

SchoolsStudied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Interpersonal Skills	300	1.00	5.00	2.4629	1.15182	.193	.110
Oral Communication Skills	300	1.00	5.00	2.4857	1.16224	.255	.120
Networking	300	1.00	5.00	2.6400	1.93416	.702	.123
Self-Confidence	300	1.00	5.00	2.6457	1.16794	.030	.115
Integrity	300	1.00	5.00	2.5943	1.70318	.759	.131
Motivating Self	300	1.00	5.00	2.5200	1.36217	.458	.130
Valid N (listwise)	300						

Table 4.10: Descriptive Statistics on Business management competencies skills acquired from the LIS

SchoolsStudied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Budgeting Skills	300	1.00	5.00	2.6457	1.15809	.021	.113
Business Operational Skills,	300	1.00	5.00	3.3657	1.08795	.060	.133
Business Plan Preparation and Writing	300	1.00	5.00	3.0371	1.34198	.147	.103
Managing Finance	300	1.00	5.00	3.1943	1.15898	.496	.115
Developing Management Skills & Planning Business Activities.	300	1.00	5.00	3.2143	1.23804	.368	.130
Formulating and Implementing Strategies For Exploiting	300	1.00	5.00	3.2600	1.29163	.767	.108
Valid N (listwise)	300						

Table 4.11: Descriptive Statistics on human relations competencies skills acquired from the LIS Schools Studied

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Human Relations Management Skills	300	1.00	5.00	3.3114	1.18377	.706	.117
Management Style And Management Skills	300	1.00	5.00	3.4286	1.27990	.669	.143
Leadership Skills	300	1.00	5.00	3.3829	1.03892	.864	.128
Hiring Skills	300	1.00	5.00	3.5714	1.31958	.731	.135
Managing Employee Performance	300	1.00	5.00	3.1943	1.41299	.483	.141
Valid N (listwise)	300						

Descriptive Statistics of the Variables

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
ATLF	350	1.00	2.00	1.5875	.16892	.066	.100
ATLF	350	1.00	5.00	3.1743	.86948	.286	.030
EFU	350	1.00	5.00	3.5078	.67075	.936	.120
ITLF	350	1.00	5.00	3.6181	.53856	.307	.110
ES	350	1.00	5.00	3.5407	.59449	.618	.115
EC	350	1.00	5.00	3.4021	.45029	.810	.113
Valid N (listwise)	350						

Correlation

		EC	ATLF	ATLF	UTLF	ITLF	STLF
Pearson Correlation	EC	1.000	.211	.208	.298	.258	.340
	ATLF	.211	1.000	.115	.109	.138	.106
	ATLF	.208	.115	1.000	.420	.142	.114
	UTLF	.298	.109	.420	1.000	.528	.142
	ITLF	.258	.138	.142	.528	1.000	.145
	STLF	.340	.106	.114	.142	.145	1.000
N	EC	350	350	350	350	350	350
	ATLF	350	350	350	350	350	350

	ATLF	350	350	350	350	350	350
	UTLF	350	350	350	350	350	350
	ITLF	350	350	350	350	350	350
	STLF	350	350	350	350	350	350

Table 4.15: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.475 ^a	.226	.202	.42043	1.936

a. Predictors: (Constant), STLF, ATLF, ATLF, ITLF, UTLF

b. Dependent Variable: EC

Table 4.16: ANOVA Result

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	9.959	5	1.992	11.269	.000 ^b
1 Residual	60.805	344	.177		
Total	70.764	349			

a. Dependent Variable: EC

b. Predictors: (Constant),STLF, ATLF, ATLF, ITLF, UTLF

Regression Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.641	.259		10.191	.000		
1 ATLF	.132	.034	.112	1.237	.013	.885	1.016
1 ATLF	.124	.029	.146	2.831	.007	.810	1.235
1 UTLF	.192	.045	.238	4.074	.039	.567	1.764
ITLF	.105	.050	.106	2.107	.015	.697	1.435
STLF	.242	.039	.320	6.254	.000	.855	1.047

APPENDIX V

Cronbach Alpha for Faculty Members Instrument

TF= Teaching Facility, UTF= Usage of Teaching Facilities, ITF= Influence of Teaching Facilities

Notes:

. *(36 variables, 30 observations pasted into data editor)

. *(36 variables, 30 observations pasted into data editor)

. alpha tf1 tf2 tf3 tf4 tf5 tf6 tf7 tf8 tf9 tf10 tf11 utf1 utf2 utf3 utf4 utf5 utf6 utf7 utf8 utf9 utf10 utf11 itf1 itf2 itf3 itf4 itf5 itf6 itf7 itf8 itf9 itf10, det
> all item label

Test scale = mean(unstandardized items)

Item	Obs	Sign	item-test		item-rest	interitem	alpha	Label
			corr.	corr.	corr.	cov.		
tf1	30	+	0.5395	0.4906	.1872772	0.8681	TF1	
tf2	30	+	0.6096	0.5697	.1863206	0.8668	TF2	
tf3	30	+	0.4946	0.4403	.1881424	0.8691	TF3	
tf4	30	+	0.6936	0.6560	.1818836	0.8643	TF4	
tf5	30	+	0.3322	0.2773	.1942702	0.8725	TF5	
tf6	30	+	0.7126	0.6711	.1785342	0.8630	TF6	
tf7	30	+	0.4890	0.4231	.1861846	0.8695	TF7	
tf8	30	+	0.7150	0.6769	.1799703	0.8634	TF8	
tf9	30	+	0.5332	0.4804	.1866296	0.8682	TF9	
tf10	30	+	0.7056	0.6675	.1807341	0.8637	TF10	
tf11	30	+	0.3881	0.3308	.1920455	0.8715	TF11	
utf1	30	+	0.1925	0.1184	.1978519	0.8769	UTF1	
utf2	30	+	0.5507	0.4991	.1860166	0.8677	UTF2	
utf3	30	+	0.4274	0.3644	.1896255	0.8709	UTF3	
utf4	30	+	0.3044	0.2259	.1932592	0.8749	UTF4	
utf5	30	+	0.3378	0.2804	.1938154	0.8725	UTF5	
utf6	30	+	0.2323	0.1698	.1968928	0.8749	UTF6	
utf7	30	+	0.5698	0.5138	.1838289	0.8672	UTF7	
utf8	30	+	0.8005	0.7613	.1695538	0.8589	UTF8	
utf9	30	+	0.6607	0.6125	.1801335	0.8645	UTF9	
utf10	30	+	0.6705	0.6234	.1797627	0.8642	UTF10	
utf11	30	+	0.2506	0.1597	.1950389	0.8778	UTF11	
itf1	30	+	0.2413	0.1839	.1968928	0.8743	ITF1	
itf2	30	+	0.2741	0.2229	.1963737	0.8734	ITF2	
itf3	30	+	0.2516	0.1891	.1962699	0.8745	ITF3	
itf4	30	+	0.5893	0.5447	.1859053	0.8670	ITF4	
itf5	30	+	0.3163	0.2636	.1950093	0.8727	ITF5	
itf6	30	-	0.1194	0.0577	.2003733	0.8769	ITF6	
itf7	30	+	0.5195	0.4696	.1879669	0.8686	ITF7	
itf8	30	+	0.3466	0.2988	.1946558	0.8721	ITF8	
itf9	30	-	0.0864	0.0531	.2012261	0.8750	ITF9	
itf10	30	+	0.1460	0.0926	.1996984	0.8756	ITF10	
Test scale					.189442	0.8737	mean(unstandardized items)	

Appendix VI

Cronbach Alpha for Students' Instrument

ILF=Influence of Learning Facilities, ECS = Entrepreneurial Competence Skills, ULF= Usefulness of Learning Facilities

Notes:

. *(36 variables, 75 observations pasted into data editor)

. alpha ilf1 ilf2 ilf3 ilf4 ilf5 ilf6 ilf7 ilf8 ilf9 ilf10 ecs1 ecs2 ecs3 ecs4 ecs5 ecs6 ecs7 ecs8 ecs9 ecs10 ecs11 ulf1 ulf2 ulf3 ulf4 ulf5 ulf6 ulf7 ulf8 ulf9 ulf10
> ulf11, detail item label

Test scale = mean(unstandardized items)

Item	Obs	Sign	item-test		item-rest	interitem	alpha	Label
			corr.	corr.	cov.			
ilf1	75	+	0.3022	0.2462	.2043282	0.8940	ILF1	
ilf2	75	-	0.0899	0.0436	.210447	0.8962	ILF2	
ilf3	75	+	0.3528	0.3062	.2038156	0.8929	ILF3	
ilf4	75	+	0.3769	0.3468	.2056716	0.8926	ILF4	
ilf5	75	+	0.4034	0.3667	.2039179	0.8921	ILF5	
ilf6	75	-	0.3701	0.3213	.2029879	0.8927	ILF6	
ilf7	75	+	0.3769	0.3468	.2056716	0.8926	ILF7	
ilf8	75	+	0.3869	0.3506	.2044115	0.8924	ILF8	
ilf9	75	-	0.3701	0.3213	.2029879	0.8927	ILF9	
ilf10	75	-	0.2720	0.2323	.2066981	0.8937	ILF10	
ecs1	75	+	0.5426	0.5079	.1999655	0.8901	ECS1	
ecs2	75	+	0.5366	0.4834	.1953641	0.8899	ECS2	
ecs3	75	+	0.6740	0.6355	.1918423	0.8870	ECS3	
ecs4	75	+	0.6204	0.5724	.1919349	0.8880	ECS4	
ecs5	75	+	0.5713	0.5351	.1983578	0.8895	ECS5	
ecs6	75	+	0.5164	0.4746	.1991096	0.8903	ECS6	
ecs7	75	+	0.4906	0.4325	.1966056	0.8909	ECS7	
ecs8	75	+	0.6196	0.5576	.1876517	0.8883	ECS8	
ecs9	75	+	0.6500	0.6011	.1895406	0.8872	ECS9	
ecs10	75	+	0.5888	0.5279	.190218	0.8890	ECS10	
ecs11	75	+	0.4869	0.4175	.1946566	0.8917	ECS11	
ulf1	75	+	0.5347	0.4705	.1929176	0.8903	ULF1	
ulf2	75	+	0.3741	0.3104	.2009048	0.8934	ULF2	
ulf3	75	+	0.2818	0.2126	.2039919	0.8954	ULF3	
ulf4	75	+	0.5090	0.4476	.1949879	0.8907	ULF4	
ulf5	75	+	0.4027	0.3315	.1987062	0.8934	ULF5	
ulf6	75	+	0.6740	0.6355	.1918423	0.8870	ULF6	
ulf7	75	+	0.6006	0.5510	.1926967	0.8884	ULF7	
ulf8	75	+	0.5820	0.5480	.1986341	0.8895	ULF8	
ulf9	75	+	0.6740	0.6355	.1918423	0.8870	ULF9	
ulf10	75	+	0.6201	0.5711	.19164	0.8880	ULF10	
ulf11	75	+	0.5820	0.5480	.1986341	0.8895	ULF11	
Test scale					.1982182	0.8939	mean(unstandardized items)	

APPENDIX VII



DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA



Vice Chancellor: Professor Ibrahim Garba, B.Sc. (Hons) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS

Ag. Head of Department: Dr. Mohammed Habibu, MCE, BLIS, MLIS, Ph.D (ABU)

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Tel: 06174568401/09033706347

P18EDLS9399

10th July, 2019

TO WHOM IT MAY CONCERN

Dear Sir,

INTRODUCTORY LETTER: NURUDEEN MU'AZU MAIFATA

This is to certify that **Nurudeen Mu'azu Maifata** With Registration Number **P18EDLS9399** is a Postgraduate student in this Department. He is currently engaged in a research work titled "**Influence of Teaching and Learning Facilities on Entrepreneurial Competence of Library and Information Science Students in the Universities in Northern States of Nigeria**".

We would be grateful if you could kindly give him the assistance he requires for conducting the research work successfully.

Thank you for your cooperation.

Yours faithfully,

Dr. Habibu Mohammed
Head of Department