

**ATTITUDE AND READINESS OF LIBRARY AND INFORMATION SCIENCE
STUDENTS TOWARDS ENTREPRENEURSHIP EDUCATION IN LIBRARY AND
INFORMATION SCIENCE SCHOOLS IN NORTH-EASTERN NIGERIA**

BY

HUSSAINI MATHIAS

SPS/11/MLS/00008

**BEING A DISSERTATION SUBMITTED TO THE DEPARTMENT OF
LIBRARY AND INFORMATION SCIENCES, BAYERO UNIVERSITY,
KANO IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF MASTER DEGREE IN LIBRARY AND INFORMATION SCIENCE.**

MARCH, 2016

DECLARATION

I hereby declare that this dissertation work is the product of my own research efforts; undertaken under the supervision of Prof. Ghaji Abubakar Badawi and has not been presented and will not be presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged.

.....

Signature and Date

Hussaini Mathias

(SPS/11/MLS/00008)

CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent preparation of this dissertation by Hussaini Mathias (SPS/11/MLS/00008) were carried out under my supervision.

.....

Prof. Ghaji Abubakar Badawi

Supervisor

.....

Dr. Shehu Onipe Bello

Head of Department

APPROVAL PAGE

We certify that we have read this study and that in our opinion it conforms to acceptable standard of scholarly presentation and is fully adequate in scope and quality as dissertation for the award of the degree of Master of Library Science.

.....
Dr. Shehu Onipe Bello
(Internal Examiner)

.....
Date

.....
Prof. Innocent Isa Ekoja
(External Examiner)

.....
Date

.....
Dr. S.O. Bello
(Head of Department)

.....
Date

.....
Prof. Sa'id Ahmed Babura
(Dean School of Postgraduate Studies)

.....
Date

ACKNOWLEDGEMENT

All praises are due to God Almighty for granting me the opportunity to undertake this research work. I remain sincerely grateful to my supervisor Prof Ghaji Badawi, for her tireless guidance and advice throughout the writing of this research report. I appreciate the scholarly input and advice by Dr. Mannir A. Kamba , Dr. S.O. Bello,the Head of Department and Dr. Halil I. Sa'id and Dr. Abashe A.Maidabino. I am still grateful to my lecturers at BUK Prof. Lukman I. Diso, ,Dr Sani Muhammad Gwarzo, Dr. Bintu L. Faruk, Dr. Yahaya Y. Harande, , Dr. Bappa M. Abubakar, Dr Ahmad Mohammed, Mal. Abdulkadir Ahmad Idris, Mal. Hayatudeen , Mal.Giginyu and other staff in the department.

I remain grateful to my employer and sponsor, the famous Gombe State University and its management for their academic and financial gestures towards the realization of this noble programme. My colleagues Alhaji Abubakar, Fatimah Sani,Saidu Jika, Umar Modibbo, Ibrahim Mohammed (Headmaster), Aminu Sale,Umar Shuaibu,Yahanatu,Mal. Haruna Abubakar,Ibrahim Doho,Bagwarande Lawan. My boss David Danladi and all the rest of my colleagues in Gombe State University remained supportive and understanding during my study leave. I acknowledge the research support and assistance from members of Centre for Entrepreneurship,GSU, who not only provided me with vital information needed for this research, but also linked me with other scholars., I am indeed grateful. Special appreciation goes to the executive members as well as other members of the Congress, Nigerian Library Association, Gombe ,State Chapter .My warm appreciation is due to the person who made this work see the light of the day, Mal. Abubakar Muhammad Gombe for taking his valuable time to edit the whole research work.

My regards to my brothers, Arch. Dogara Akila,Chikami Ezekiel, Ayuba Nathaniel, Hassan Barminas,Gideon Akila, Engr. Dauda B.Johita, Chifartawa Nathaniel,Jonah Mathias, Sunday

Mathias, Namfiyan Jacob. My sisters and friends and my MLS colleagues who contributed immensely to the success of this work.

Lastly, I sincerely value the co-operation of my beloved wife, Framinchi K. Hussaini , Knan and my children who, despite the domestic chores supported me to ensure the success of my study. I pray to God to bless them all.

DEDICATION

This research work is dedicated to my parents: Late Mathias Bankomsanau and Mama Elminah Shigama.

LIST OF TABLES

Table 3.1 : Population of the study.....	79
Table 3.2: Sample size of the population.....	80
Table 3.3: Reliability Test.....	83
Table 4.1: Response rate.....	85
Table 4.2: Gender of respondents.....	86
Table 4.3: Method of teaching Entrepreneurship.....	87
Table 4.4: Relevance of Entrepreneurship to LIS student.....	88
Table 4.6: Attitudes of LIS students towards entrepreneurship education.....	90
Table 4.7: Readiness of LIS students	92

Table 4.8:	Challenges of entrepreneurship education.....	94
Table 4.9:	Strategies for enhancing entrepreneurship education.....	95

LIST OF ABBREVIATIONS

A	Agreed
ATBU	Abubakar Tafawa Balewa University
D	Disagree
EE	Entrepreneurship Education
FIRO	Federal Institute of Industrial Research, Oshodi
ICT	Information Communication Technology
LIS	Library and Information Science
LRCN	Librarians Registration Council of Nigeria
MAUTECH	Modibbo Adama University of Technology

NACCIMA	Nigerian Association of Chambers Of Commerce, Industries, Mines an Agriculture
NASSU	National Association of Small Scale Industry
NDE	National Directorate of Employment
NLA	Nigerian Library Association
OPS	Organized Private Sector
PRODA	Project Development Agency
RMRDC	Raw Materials Research and Development Council
SA	Strongly Agree
SD	Strongly Disagree
TPB	Theory of Planned Behaviour
UNIMAID	University of Maiduguri

LIST OF FIGURES

Figure	I:	Theoretical
Framework.....		61
Figure	II:	Conceptual
Framework.....		68

TABLE OF CONTENTS

Title Page	-	-	-	-	-	-	-	-	-	-	i
Declaration	-	-	-	-	-	-	-	-	-	-	ii
Certification	-	-	-	-	-	-	-	-	-	-	iii
Approval Page	-	-	-	-	-	-	-	-	-	-	iv
Acknowledgement	-	-	-	-	-	-	-	-	-	-	v
Dedication	-	-	-	-	-	-	-	-	-	-	vii
List of Tables	-	-	-	-	-	-	-	-	-	-	viii
List of Abbreviations	-	-	-	-	-	-	-	-	-	-	ix
List of Figures	-	-	-	-	-	-	-	-	-	-	x
Table of Contents	-	-	-	-	-	-	-	-	-	-	xi
Abstract	-	-	-	-	-	-	-	-	-	-	xiv

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	-	-	-	-	-	-	-	-	1
1.2	Statement of the Problem	-	-	-	-	-	-	-	-	5
1.3	Research Questions	-	-	-	-	-	-	-	-	7
1.4	Research Objectives	-	-	-	-	-	-	-	-	7
1.5	Significance of the Study	-	-	-	-	-	-	-	-	8
1.6	Scope and Limitations of the Study-	-	-	-	-	-	-	-	-	8
1.7	Operational Definition of Terms	-	-	-	-	-	-	-	-	9
	REFERENCES-	-	-	-	-	-	-	-	-	11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0	Introduction	-	-	-	-	-	-	-	-	13
2.1	The Concept and Significance of Entrepreneurship Education in Nigeria Universities	-	-	-	-	-	-	-	-	13
2.2	Methods of Teaching Entrepreneurship in LIS Schools under Study	-	-	-	-	-	-	-	-	23
2.3	Relevance of Entrepreneurship Education to LIS students-	-	-	-	-	-	-	-	-	33
2.4	Attitudes of LIS Students Towards Entrepreneurship Education	-	-	-	-	-	-	-	-	41
2.5	Readiness of LIS Students on Entrepreneurship Education	-	-	-	-	-	-	-	-	45
2.6	Challenges Associated with Entrepreneurship Education	-	-	-	-	-	-	-	-	54
2.7	Strategies for Enhancing Entrepreneurship Education	-	-	-	-	-	-	-	-	57

2.8	Theoretical Framework	-	-	-	-	-	-	-	-	60
2.9	Conceptual Framework	-	-	-	-	-	-	-	-	66
2.9.1	Summary of the Review and Uniqueness of the Study	-	-	-	-	-	-	-	-	68
REFERENCES	-	-	-	-	-	-	-	-	-	71

CHAPTER THREE: RESEARCH METHODOLOGY

3.0	Introduction	-	-	-	-	-	-	-	-	76
3.1	Research Design	-	-	-	-	-	-	-	-	76
3.2	Population of the Study	-	-	-	-	-	-	-	-	77
3.3	Sampling Techniques	-	-	-	-	-	-	-	-	78
3.4	Sampling Size	-	-	-	-	-	-	-	-	78
3.5	Data Collection Instrument	-	-	-	-	-	-	-	-	80
3.6	Validity of the Instrument	-	-	-	-	-	-	-	-	81
3.7	Reliability of the Instrument	-	-	-	-	-	-	-	-	81
3.8	Administration of Research Instrument	-	-	-	-	-	-	-	-	82
3.9	Data Analysis Technique	-	-	-	-	-	-	-	-	82
REFERENCES	-	-	-	-	-	-	-	-	-	83

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0	Introduction	-	-	-	-	-	-	-	-	84
4.1	Response rate of the Questionnaire Administered	-	-	-	-	-	-	-	-	84
4.2	Demographic Information of the Respondents	-	-	-	-	-	-	-	-	85
4.3	Methods of Teaching Entrepreneurship	-	-	-	-	-	-	-	-	86
4.4	Relevance of Entrepreneurship education to LIS students-	-	-	-	-	-	-	-	-	87
4.5	Attitudes of LIS Students towards Entrepreneurship Education	-	-	-	-	-	-	-	-	89
4.6	Readiness of LIS Students on Entrepreneurship Education	-	-	-	-	-	-	-	-	90
4.7	Challenges Associated with Entrepreneurship Education	-	-	-	-	-	-	-	-	91
4.8	Strategies for Enhancing Entrepreneurship Education	-	-	-	-	-	-	-	-	92

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.0	Introduction	-	-	-	-	-	-	-	-	95
5.1	Summary of the Study	-	-	-	-	-	-	-	-	95
5.2	Summary of Major Findings	-	-	-	-	-	-	-	-	96
5.3	Conclusion	-	-	-	-	-	-	-	-	97

5.4	Recommendations	-	-	-	-	-	-	-	-	97
5.5	Research Implications--	-	-	-	-	-	-	-	-	99
5.6	Areas for Further Research-	-	-	-	-	-	-	-	-	99
	Bibliography	-	-	-	-	-	-	-	-	101
	Appendix I (Introduction Letter)	-	-	-	-	-	-	-	-	116
	Appendix II (Questionnaire)	-	-	-	-	-	-	-	-	117
	Appendix III (Item Total Reliability Statistics)	-	-	-	-	-	-	-	-	123

ABSTRACT

Entrepreneurship development through education has been receiving attention globally. Several attempts have been made through researches, introducing entrepreneurship courses, programmes in both institutions of learning and entrepreneurship research centres for the purpose of developing both entrepreneurship spirit and culture. The need for change in attitude is very desirable and necessary for the country to forge ahead and meet the global challenges of unemployment. Entrepreneurship education serves as a panacea for social economic problems. The present situation in Nigeria poses serious threats and challenges to both government and well-meaning citizens. The socio-economic problems call for different strategies and actions for them to be ameliorated. Entrepreneurship education has been embraced by almost all the developed countries. It is believed that refocusing education system towards entrepreneurship will immensely contribute to develop the spirit and culture of entrepreneurship in the country. The study was conducted to examine the attitudes and readiness of library and information science students towards entrepreneurial education in Library and Information Science schools in the Universities of North Eastern Nigeria. Quantitative Research Methodology and Survey Research Design were employed. Questionnaire was used for data collection. Population of the study consists of eight hundred and thirty (830) LIS students. Thus, systematic sampling technique was used to select a sample size of 415 students. The data collected were analyzed using descriptive statistics. Frequencies, percentages and mean were used in the analysis. The finding of the study indicates that the LIS students have a positive attitude towards entrepreneurship education. They also indicate readiness towards venturing into Information Brokerage and Consultancy after graduation especially now that unemployment among graduates is increasing every year. The findings also revealed, among others, the relevance of entrepreneurship education, challenges associated with entrepreneurship education while strategies, such as provision of better logistical support for entrepreneurship, improved funding for entrepreneurship education programme, organizing conferences and workshops on entrepreneurship activities could be used to improve the competence of the students. Increased support for entrepreneurship education by strategic stakeholders, effort to provide regular training for those presently handling entrepreneurship courses are recommended for enhancing entrepreneurship education in Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Entrepreneurship development through education has been receiving attention globally. Several attempts have been made through researches, introducing entrepreneurship courses, programmes in both institutions of learning and entrepreneurship research centres for the purpose of developing both entrepreneurship spirit and culture (Akpomi, 2009; Adejimiola and Olufunmilayo, 2009). The need for change in attitude is very desirable and necessary for the country to forge ahead and meet the global challenges of unemployment.

Entrepreneurship education serves as a panacea for socio-economic problems. The present situation in Nigeria poses serious threats and challenges to both government and well-meaning citizens. The socio-economic problems call for different strategies and actions for them to be ameliorated. Entrepreneurship education has been embraced by almost all the developed countries and its capabilities and efficacy in springing up economies are not in doubt. It is believed that refocusing education system will immensely contribute to develop the spirit and culture of entrepreneurship in the country.

The primary aim of entrepreneurship education is to develop individual entrepreneurial skills of the students, behaviours and attitudes, to develop personal self-confidence and capability, to develop empathy with an entrepreneurial way of life, to embed entrepreneurial values and beliefs, to motivate and inspire students toward an enterprising or entrepreneurial career or life, to understand venture creation process, to develop personal relationship and networking skills, to prepare for becoming a freelancer or self-employed and to start a new business, (Hannon et al, 2006). On the other hand, entrepreneurship education long term results include change in attitude, and influence on business created by youth (Azizi, 2009).

Attitude is a very important factor in accepting any policy or programme in an organization. Aluwong et al (2010) assert that entrepreneurial education is a tool for fighting poverty and dependency; as well as helping to reduce unemployment by providing and sustaining a generation of job creators rather than jobs seekers. They added that developing positive attitude to students through entrepreneurial education is a necessary ingredient for stimulating economic growth and employment opportunities in all tertiary institutions.

Entrepreneurship education is relevant because it develops the trainees' positive attitude towards business enterprises and equips them with the ability to manage small and medium scale ventures (Bureau of Public Service Reform, 2009).

Students exposed to entrepreneurship education easily realize that they stand a better chance to exercise their creative freedom, utilize resources more profitably and manage business with a greater sense of commitment. In support of this assertion, studies undertaken by Mufa (2005) and Massawe (2006) found that final year college students taking entrepreneurship courses in Tanzania were likely to express strong interest in entrepreneurial career compared to those who did not take entrepreneurship courses.

On the other hand, a study by Usman, Usman and Idrissa (2013) finds out that university students are not keen and committed to entrepreneurship education because they see entrepreneurship as menial and their ambition is to seek for white-collar job with certainty of income. Moreover, we are living in a complex and populated environment that is highly competitive and the students of library and information science ought to be fully equipped with entrepreneurial skills that will empower them to reposition themselves in the society where unemployment is high and the employment avenue in the library and information science profession is limited. The number of graduates is increasing yearly. Due to unemployment in Library and Information Science (LIS), many students are forced to migrate to other jobs. Also the IT professionals are also encroaching into the field which is

threatening to the LIS as a career profession. Nigeria, as a nation, no longer has readymade jobs waiting for the large graduates turned out every year from the various institutions.

This problem is identified by Aganga(2009), where he asserted that unemployment is now an economic problem in our contemporary society and its rate in Nigeria especially among the youth has remained unabatedly high. The consequences of this condition are youth involvement in criminality and social vices such as prostitution, kidnapping, hired assassination and armed robbery. This development has been a painful reality for generations in Nigeria and only entrepreneurship can reduce it to its barest minimum.

In the face of this ugly scenario, it is pertinent that library and information science (LIS) students are expected to possess the requisite entrepreneurial skills that will enable them fit appropriately into the labour force. The undergraduates are expected to draw from the various entrepreneurial skills taught in their schools so that they can be repositioned for job creation. Entrepreneurship education therefore is a strategic way of tackling unemployment scourge beclouding Nigeria. The best and alternate solution would be entrepreneurship, where the LIS students may start a venture in library and information science field and become budding entrepreneurs which is referred to information brokerage and consultancy. It is disheartening to observe that despite the introduction of entrepreneurship education in library and information science schools many graduates remain unemployed, which may be attributed to their attitude towards entrepreneurship education and these clearly point to the facts that the objective of the course has been defeated. As pointed out by Ekpoh and Edet (2011) entrepreneurship education in Nigeria is still at its infancy and students tend to exhibit non-challant attitude towards it.

While Nigerian universities have initiated the programme, there seems to be a scarcity of resources related to attitude towards entrepreneurship education among university students, thus, suggesting the necessity of studies such as the present one. There is no research that

assesses the attitude and readiness of library and information science students towards entrepreneurship education; especially in North Eastern Nigeria and also one which confirms if taking entrepreneurship courses will positively change the attitudes of the students towards self employment and their readiness of becoming entrepreneurs in their area of specialization after graduation.

In other words, if the LIS students have a positive attitude towards entrepreneurship, there is a high likelihood that they would undertake entrepreneurial activities at some point in time. Packham (2010) stated clearly that Positive attitude is a very important mindset that all entrepreneurs must have. Besides having specialized or technical skills, if the students do not have a positive attitude, they will not be able to achieve the goals that they want to achieve.

The foregoing demonstrates the importance of understanding attitudes as a benchmark for a better grasp of entrepreneurial spirit among students. Therefore, it can be said that the ability to actualize the objectives of entrepreneurial education, to a large extent, depends on the student's attitudes and readiness towards the programme. This is because, the students' dedication and commitment depends on whether their attitudes towards the programme is positive or otherwise. In the present period of educational transformations, it is vital for educators to know the psychological and behavioural attitudes of their potential students, toward all other courses not only the entrepreneurship education course(s).

The general feeling about entrepreneurship education courses and the attitude of education managers and students of library and information science about them make the present study, especially in the universities in North eastern Nigeria, a highly desirable study.

Against the background mentioned above, the objectives of the study are: to identify the methods of teaching entrepreneurship education in the library schools, the relevance of entrepreneurship education to the LIS students, determine the attitudes of LIS student towards entrepreneurship education; determine the level of readiness of LIS students towards

Entrepreneurship Education; Identify the challenges associated with Entrepreneurship education and to identify the Strategies for enhancing entrepreneurship education in the library schools under study.

1.2 Statement of the Problem

In order to encourage self reliance, the Nigerian government has introduced entrepreneurship education in the curricular of tertiary institutions with the aim of inculcating the spirit of entrepreneurship in the minds of students so that majority can effectively be self employed after graduation. The policy was received with mixed feelings among students like any other reform policy. A study by Usman,Usman and Idrissa (2013) revealed that university students are not keen and committed to entrepreneurship education because they see entrepreneurship as menial and risky, and their ambition is to seek for senior white-collar job with certainty of income. This assumption is one of the reasons that made this study necessary in order to determine the attitudes and readiness of Library and Information Science students towards entrepreneurship education in Library and Information science schools in North –Eastern Nigeria.

Similarly Nigeria is one of the countries in the world that is experiencing population growth without commensurate growth in the economy. As a growing economy, most Nigerians are saddled with poverty, which include poor economic conditions, unemployment, and over dependence on government to provide jobs after graduation for the increasing number of young graduates (Pulka, Rikwentshe and Ibrahim, 2014).They further asserted that the rate of youth unemployment is rapidly increasing.The Nigerian tertiary institutions have not contributed phenomenally towards managing that problem. Perhaps, they do not yet see the need to include courses in their curricula which could educate the young students on how best they could start their own businesses and become self-reliant. This will, definitely curtail their reliance on government and the small number of private sector for employment.

It has been recently realized that the type of education offered in most tertiary institutions in Nigeria tends to produce graduates whose professional calling do not conform with the market demands. Non available employment for graduates from Nigerian tertiary institutions has become a major national problem. The period between graduation and employment dates has continued to lengthen and this has become a source of frustration for graduates. Corroborating this view, Awanbor(2011) noted that entrepreneurial development through education will advance the economy of the nation and that much credence should be given to it. Part of the engagement strategies is to introduce the would-be graduates to various entrepreneurial courses and enrich them with the competencies required to establish and operate a successful business of small, medium and large sizes. It is, therefore, evident that a major reason for the existence of entrepreneurship education is the need to create more willing and competent entrepreneurs. This reason informed the decision of the researcher to investigate the attitudes and readiness of the library and information science students towards entrepreneurship education in the library schools in North- Eastern Nigeria.

A study undertaken by Mufa (2005) and Massawe (2006) found that final year college students taking entrepreneurship courses in Tanzania were likely to express strong interest in entrepreneurial career compared to those not taking entrepreneurship courses.

In Nigeria, entrepreneurship education is still at its infancy. While most Nigerian universities have initiated the programme, little research is available to assess the attitude and readiness of students towards the programme and also to confirm if a relationship exists between the attitudes of students taking courses in entrepreneurship and their readiness of becoming entrepreneurs.

In this context, the researcher considers it as a researchable problem to understand whether entrepreneurship education raises the curiosity of the undergraduates in library and information science to be information brokers and consultants or whether it helps

them determine how well suited they are for entrepreneurship. This situation represents a strong challenge in an era in which governments, across the globe, have realized and acknowledged their inability to provide gainfully paid employment for all persons willing to work.

1.3 Research Questions

1. What are the methods of teaching entrepreneurship education in the Library Schools under study?
2. What is the relevance of entrepreneurship education in preparing LIS students for information brokerage and consultancy?
3. What is the attitude of LIS students towards entrepreneurship education in Library Schools in the North - Eastern Nigeria Universities?
4. What is the level of readiness of LIS students towards entrepreneurship education?
5. What are challenges associated with entrepreneurship education in the library schools in the north-east?
6. What are the Strategies for Enhancing Eentrepreneurship Education?

1.4 Research Objectives

1. To identify the methods of teaching entrepreneurship education in the Library Schools under study.
2. To determine the relevance of entrepreneurship education in preparing LIS students for information brokerage and consultancy.
3. To determine the attitude of LIS students towards entrepreneurship education in Library Schools in the North - Eastern Nigeria Universities.
4. To determine the level of readiness of LIS students towards entrepreneurship.
5. To identify the challenges associated with entrepreneurship education in the library schools in the north-east.

6. To identify the Strategies for Enhancing Eentrepreneurship Education.

1.5 Significance of the Study

The research findings would be of interest to academia and policy makers. The findings of this study are significant on both theoretical and applied level. On a theoretical level, they add to our knowledge of relative importance of various factors that would influence the attitude of the students towards entrepreneurship education (Personal attitude, social norms and perceived behavioural control) in this study. On the applied level, the results provide information that the library and Information science students will act positively towards engaging in information brokerage and consultancy after graduation when they undertake entrepreneurship courses. The study suggests that entrepreneurial attitude among Library and information science students can be influenced by exposure to enterprise education.

The main implications of this work involve new perspectives to design educational activities where both the teaching methods and teaching facilities will be put into consideration.

It is hoped that the findings of the research would contribute to the growing body of knowledge on entrepreneurship in the Nigerian context, especially with regard to its attitudinal dimension. It is also hoped that researchers on entrepreneurship would benefit from this study, directly or indirectly, in terms of the research approach and the applicability of results, among others.

1.6 Scope and Limitation of the Study

The scope of this study comprises the Library and Information Science students in the Library schools in North- Eastern States of Nigeria. The study would only focus on the attitude and readiness of Library and Information Science Students on Entrepreneurship education in library and information science schools in universities in the region; other universities that LIS departments are not established are not within the coverage of this study. Likewise the study excluded all LIS students in polytechnics and colleges of education.

The research was limited to the 300 level, 400 and 500 level students of the library schools under study. This is because the LIS student in these level are undertaking entrepreneurship courses Another limitation is that the awareness of the relevance of entrepreneurship to information brokerage and consultancy among the LIS students is at its infancy with paucity of information on its benefits at the time of the study. Another major hindrance for a wider scope is the issue of insecurity in North eastern Nigeria especially in Maiduguri, where it is difficult to have the required number of sample at a time.

1.8 Operational Definition of Terms

For easy understanding, the following terms are defined by the researcher operationally:

Attitude: refers to the student's positive or negative judgment about entrepreneurship education.

Entrepreneur: one who organizes and manages a business and undertakes the risk for the sake of profit.

Entrepreneurship Education: The process or art of imparting business knowledge to students.

Information brokerage and consultancy: A form of business outfit which offer Library and information services for an agreed fee.

Library and Information Science School: An organized course, or courses, in librarianship attended by full-time and /or part-time students leading to the award of certificate, diploma or degree.

Method of teaching: These are the ways or strategies used by entrepreneurship teachers to move the students from level A to B in during the process of imparting business knowledge.

Readiness: Can be defined as entrepreneurial commitment to starting a new business.

Relevance:the degree to which entrepreneurship education useful to Library and information science students in preparing them for information brokerage and consultancy.

REFERENCES

- Adejimola, A.S and Olufunmilayo, T (2009).Spinning off an Entrepreneurship Culture among Nigerian University Student:Prospect and Challenges.*African journal of Business Management vol. 1 No.3 pp 80-88*[5]
- Aganga,O.(2009) Quoting Data from National Bureau of Statistics,2009.
- Akpan, C. & Etor, C. (2013).University Lecturers' perception of entrepreneurship education as an employment strategy for graduate self-employment in South-South Nigeria. *International Journal of Asian Social Sciences*,3(5), 1180 - 1195. Retrieved from http://www.aessweb.com/liornal_detail.php?Id=5007.
- Akpomi, M.E. (2009). Achieving millennium development goals (MDGS) through teaching Entrepreneurship education in Nigeria Higher education Institution (HEIs).*European Journal of social sciences, Vol. 8, No 1 pp 152 - 159*[2].
- Aminu, A.A. (2012). Entrepreneurship theory and practice, Compaq publishers, Maiduguri, Nigeria.
- Awanbor,D.(2011) Technical education crucial for development.The Guardian,Saturday,Sept.3,p.46
- Azizi, M. (2009).*The study of entrepreneurship education in public universities in Tehran and provide*
- Bureau of Public Service Reform (2009).Establishment and management of small scale bustness.Abuja, Nigeria: Government Printer.
- Etor, R., Akpama, S. I., Akpan, C.A. &Etor, C.R. (2009). Higher education and youth preparation for entrepreneurship: A focus on functional education. *Journal of Education Review*, 2 (3), 313 - 318.
- Fayolle, A. (2007). Essay on the Nature of Entrepreneurship Education, [Online] Available: http://www.kmu.unisg.ch/rencontres/RENC2006/Topics06/A/Rencontres_2006_Fayolle.pdf.
- Hannon, P. D. et. al. (2006). The State of Education Provision for Enterprise and Entrepreneurship: A Mapping.
- Kuratko, D. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*,29, 577–598.
- Manabete, S. S. & Kumaunji, B. Z. (2005).Assessment of the performance of small scale electrical/electronics entrepreneurship in Ademawa State. *Journal Issues in Technical Teachers Education*.2(4): 50 _ 56.

- Massawe, G. (2006). Entrepreneurial Inclinations among Students of Selected Tertiary Training Institutions in *Dar es Salaam*: Unpublished MBA Dissertation, Higher learning institution of
- MCMillan, A. (2006). *Teach your self entrepreneurship*. Abington:
- Mufa, E. (2005). Analysis of the Entrepreneurial Inclinations of Students of Tertiary Training Institutions in Tanzania: The Case of Higher learning institution of Dar es Salaam. Unpublished MBA Dissertation, Higher learning institution of Dar es Salaam, Tanzania.
- Nnadozie, C. O., Akanwa, P. C. & Nnadozie, C. D. (2013). Influence of entrepreneurship education on the career aspirations of paraprofessional librarians-in-training. *Academic Journal Interdisciplinary Studies*, 2 (5), 1 - 14.
- Nwafor, P. (2007). *Practical Approach to Entrepreneurship: Small and Medium Scale Enterprises (SMES)* Precision Publishers Limited, Enugu.
- Nwangwu I. O. (2007). Entrepreneurship in education. Concept and constraints. *African Journal of Education and Developmental Studies* 4(1), 196 - 207.
- Oko-Jaja, C. (2009). Entrepreneurship education for self - reliant in secondary schools. *Africa journal of Educational Research and Development*, 3 (2), 291 - 301.
- Packham, G. et al (2010) Attitude Towards Entrepreneurship Education: a Comparative analysis. Retrieved from http://www.researchgate.net/publication/235861324_on_august_7, 2015.
- Pulka, M.M., Rikwentishe, R. and Ibrahim, B. (2014) An Evaluation of Students' Attitude towards Entrepreneurship Education in some Selected Universities in North East Nigeria. *Global Journal of Management and Business Research: A*
- Ugwu, F.N and Ezeani, C.N (2012) Evaluation of Entrepreneurship Awareness and skills among LIS students in South-East Nigeria. *Library Philosophy and Practice* paper 836 retrieved on 9/4/2014 @ <http://digitalcommons.unl.edu/libphilprac/836>
- Usman, Y.D, Usman, P.M and Idrissa, D (2013) Perception and Attitude of Tertiary Institutions students towards Entrepreneurship education in Nigeria. *IOSR Journal of Humanities and Social Sciences (IOSR-JHSS)* 15 (3) September-October 2013 PP 5-8. Retrieved From www.iosrjournal.org on 15 August 2015.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter discusses the following topics:

- 2.1 The Concept and Significance of Entrepreneurship Education in Nigeria Universities
- 2.2 Method of Teaching Entrepreneurship in LIS Schools Under study.
- 2.3 Relevance of Entrepreneurship Education to LIS Students.
- 2.4 Attitudes of LIS Students towards entrepreneurship Education.
- 2.5 Readiness of LIS Students for Entrepreneurship Education
- 2.6 Challenges associated with Entrepreneurship Education
- 2.7 Theoretical and Conceptual Framework
- 2.8 Summary of the Review and Uniqueness of the Study

2.1 The Concept and Significance of Entrepreneurship Education

Entrepreneurship is derived from the French verb “Entreprendre”: which means to undertake, to attempt, to try in hand, to contract for; to try. Ugwu and Ezeani (2012) stated that the term “entrepreneurship” has been viewed from different conceptual perspectives although all revolves around innovation/creativity, competency, risk taking, self-reliance and rewards; Consequently, it should come as no surprise that the Cambridge Advance Learners Dictionary (2005) defines the term entrepreneur as “one who organizes and manages a business and undertakes the risk for the sake of profit”. While business experts, Timmons and Spinelli (2006) take the idea further, describing the entrepreneur as one who actually searches for change, responds to it, and exploits change as an opportunity. The entrepreneur can therefore be seen as one who establishes a business in the face of risk and uncertainty for the purpose of making profit or growth by identifying significant opportunities and assembling the necessary resources to capitalize on them. The entrepreneur’s role can be as an innovator

who markets his innovation or product. Alegbeleye (2008) considers entrepreneurship as the process through which entrepreneurs create, nurture and grow enterprises; embedded in this concept is a reasonable degree of initiative, imagination, creativity and willingness on the part of the entrepreneur to think constructively and conceptually, so that changes can be transformed into opportunities.

Entrepreneurship, according to Haruna (2011), is a necessary ingredient for stimulating economic growth; in the developed nations, successful small businesses are the primary engines of job creation, income growth, and poverty reduction. Beyond that, the entrepreneurs generate jobs, strengthen communities and improve the lives of their fellow citizens.

Entrepreneurship education on the other hand is, undoubtedly a 20th Century phenomenon. There were still debates among researchers regarding whether entrepreneurial skills and competencies are inborn or acquired in a formal school setting. Peter Drucker, a leading management thinker, therefore, came in to explain the "entrepreneurial mystique" arguing that "it is not magic; it is not mysterious and has nothing to do with the genes. It is a discipline. And, like any discipline, it can be learned" (Drucker, 2007). This view has been reinforced in another submission to the effect that entrepreneurship has become increasingly seen as something that could be taught and so should not be seen as some traits that individuals are born with (Kuratko, 2005). It is evident in these citations that the study of entrepreneurship education is not only possible; it has become an internal part of the contemporary academic curriculum. The need to tackle the unemployment situation and fast-track economic and industrial development made the introduction of entrepreneurship education imperative across educational institutions in various countries. As an international phenomenon, entrepreneurship education has attracted many definitions from scholars across the disciplines. According to McMillan (2006), entrepreneurship education describes a type

of "learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community, business and work opportunities including working for themselves." Another submission sees entrepreneurship as skills that can lift up and promote productivity in the field of technical and vocational enterprises (Ayinde, 2010).

Entrepreneurship education according to Isaac, Visser, Friedrick and Brijlal (2007) is the purposeful intervention by an educator in the life of the learner to survive in the world of business. Entrepreneurship education develops and stimulates entrepreneurial process, providing all tools necessary for starting up new ventures (Postigo and Tomborini ,2002).

Entrepreneurship education has come to denote all forms of knowledge delivery that seek to empower the individual to create real wealth in the economic sector, thereby advancing the cause of development of the nation as a whole. According to Bassey and Archibong (2005), the goal of entrepreneurship education is intended to empower our graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture, if they are unable to secure jobs in the public sector. It is a reorientation from job seekers to job creators. The result is the concept of entrepreneurship education which is the thrust of this study.

Through entrepreneurship education, the learner is made conscious or aware of those overlooked but economically-viable business opportunities to which they can deploy or invest their mental and financial resources. This type of education prepares its beneficiaries to become entrepreneurs, wealth creators and employers of labour. A good entrepreneurship education programme must have a good mix of theory and practice. Another thing that distinguishes it from other forms of management education arises from the fact that experiential learning through practical sessions often plays a key role in most of the topics

that constitute the courses (Greene, Katz and Johansson, 2004; Tan and Ng, 2006, etc.). It has become clear that entrepreneurship education, except certain aspects of its practicum, can be learned in the formal school settings. This is attested to by the rapid expansion of entrepreneurial courses across various countries and their institutions of learning. In most countries, including Nigeria, students in tertiary educational institutions are required to pass certain entrepreneurship courses before they qualify for graduation. In the midst of these curriculum innovations reside the corresponding challenge of imparting entrepreneurial skills using the most effective teaching methods.

An ideal entrepreneurship education programme should not limit the students' learning experience to a particular subject area. Rather, it should be multidisciplinary in nature in order to provide the learner with the diverse experiences needed to succeed in the contemporary business environment. This should include the students' core discipline, fund-raising skills and opportunity identification. Nwafor (2007) in support of the above views, points out that the whole idea about entrepreneurship education is self-employment, which will generate employment opportunity for others that will work with the entrepreneur as he cannot work alone. The view is further stressed by Urevbu (2001) that entrepreneurship education is a vehicle to develop academic skills and creative thinking under the free enterprise system. In the same vein, Uwameiye & Clark (2003) are of the view that entrepreneurship is a vehicle to empower adults to be self-sufficient, independent, and income-producing citizens.

Marilyn (2009) states that “one of the only ways this generation is going to achieve a life style that is different from that of their parents is through entrepreneurship”. It is vital for students to be prepared to make different career paths in a world that is constantly changing. Dike (2009) reports that, youth unemployment appears to be shooting up the sky; because

many of them lack “employability” skills that are often acquired from vocational schools but entrepreneurship skill will help in solving the problem to its barest minimum.

Evolution and Spread of Entrepreneurship Education

All through the various epochs in history, man has realized the need to acquire certain skills and competencies. The challenge of each era, to a great extent, determines or influences, what is learned and what skills are acquired. The basic or primary skills were first learned in the immediate family from parents, siblings and other senior relations. Later, as society expanded, the apprenticeship system evolved in which younger members, especially boys were sent to successful hunters, blacksmiths, fishermen, herbalists, carvers, etc. for tutelage and mentoring. Through these experts, the youngster acquires the competencies and skills to engage in economic activities and function effectively in the socio-political system of their immediate communities. It is within this informal mentoring system that the contemporary skills-oriented education was born.

Societies and communities have always fashioned a convenient means of transferring their accumulated body of knowledge from one generation to another. Skills and other entrepreneurial competencies are not exceptions. That is why families reputed for their talents in bone-setting, pottery, weaving, palm- wine tapping, fishing, herbal treatment, etc. transfer their expertise to their new members thereby maintaining the skill continuum. Unfortunately, most of this body of knowledge, which is arguably the earliest evidence of entrepreneurship education, is not documented in several non-literate societies. Attempts at inculcating entrepreneurial skills in the formal school system began to emerge in the last quarter of the 19th Century. Evidence of this can be seen in a chronology of entrepreneurship education in the United States of America (USA) which included economic and agricultural literature and experiences dating back to 1876 (Katz, 2003). The Industrial Revolution which occurred earlier in Europe (Encyclopaedia Britannica, 2004) also triggered-off a rush to produce

competent factory-hands to man the machines and subsidiary industries. In the instances cited above, there was neither a discernible curriculum nor was the programme integrated into the formal school system. Rather, it was a chain of sporadic yet informal learning sessions in which people were given rudimentary skills to enable them integrate into the emerging industrial production system.

Entrepreneurship education in its current form is a response to the burgeoning unemployment that became a recurring challenge in the second half of the last century. Although some courses taught at Harvard University, USA in 1947 have been touted as the first formal courses of that nature, the reality of entrepreneurship education in higher educational institutions and as a force in business faculties, began in the 1970s (Katz, 2003 and Kent, 2006). Although European scholars contributed to the emergence of entrepreneurship education, its clarification, institutionalization and spread benefitted from the enterprising and adventurous spirit of American educators and administrators. This is evident in the fact that, in 1971, the University of South Carolina in United States of America launched the first Master of Business Administration (MBA) concentrating in entrepreneurship in 1971. This was followed a year later (1972) by the first undergraduate concentration in entrepreneurial studies. It was through these pioneering efforts of American educationists and curriculum scholars that the formal teaching and learning of entrepreneurship education took firm root and spread to other parts of the world. The rate at which entrepreneurial studies grew was so phenomenal that by the early 1980s, hundreds of universities and other institutions of higher education were offering various courses in entrepreneurship and small businesses. By the 1990s, the number of such institutions providing this specialized aspect of learning has grown into thousands in the US alone (Solomon, Weaver and Fernald, 1994). It is, therefore, not contestable that the actual emergence of entrepreneurship education occurred during the

1980s and 1990s because it was in those decades that this specialized discipline was formalized and expanded across institutions and countries.

It should be noted that efforts at harnessing the benefits of entrepreneurship education for the improvement and sustainability of economic development is appreciated more in the advanced/developed societies of the world. This is unlike the scenario in the developing countries where, though the importance of entrepreneurship education is appreciated, major attention to it comes from the tertiary education sector.

Today, education in entrepreneurship has expanded beyond the original imaginations of its initiators. It has become entrenched variously as a field of study, a distinct research theme and an area of academic specialization. Its growth and the importance attached to it are such that the course is now compulsory in institutions of learning in many countries of the world. There are now endowed positions, referred academic journals, mainstream professional journals and several published monographs.

Entrepreneurship Education in Nigeria

The birth of entrepreneurship education in Nigeria is a post-colonial event. This assertion is based on the fact that the colonial education policy was intended to advance the interest of the colonizers by reinforcing their control over the colonized through an education policy that only provided basic literacy (Aladekomo, 2004). This was evident in a curriculum that was both narrow in scope and bereft of those learning experiences capable of preparing the students for entrepreneurial activities, job-creation and self-employment. This gloomy picture is gradually changing since independence. The reasons for this change of policy thrust are manifold. First was a nationalistic desire to fast track the pace of development. This gave birth to curriculum reviews meant to inject certain subjects and courses capable of improving the quality of manpower produced by the nation's educational institutions. The second factor that resulted in the introduction of entrepreneurship education is the realization that the

existing employment openings were not enough for the mass of Nigerians seeking white-collar jobs. Added to these is the global financial down-turn which reduced the country's financial receipts from foreign exchange and undermined, in the long run, the capacity of public and private sectors to create jobs. Equally worthy of mention is the curriculum of Nigerian educational system in the immediate post-independence period was not geared towards producing graduates who can establish and manage their own business and employ others in the process (Oyebede, 2003 and Yolooye, 2008). The reality of these problems challenged leaders and policy-makers to embark on a search for alternative means of engaging graduates and other school leaver in gainful economic activities.

Nigerian government's response to the post independence unemployment menace was multi-pronged. Among the earliest was a deliberate programme of industrialization which was intended to create employment opportunities, boost government's revenue and accelerate national development. The marginal success recorded in the immediate post-independence industrialization drive led to a review of strategy. Attention was subsequently directed at the educational system that produced the unemployed people and the nature and quality of education given to their products. In contrast to the theoretical education bequeathed to the nation at independence through the Grammar Schools, there was a shift of emphasis to skill-based education with the attendant establishment of Technical Colleges in different parts of the country. These efforts were complemented by the creation of employment generation agencies to deal with specific areas and unemployed groups in the country. The earliest of these bodies was the National Directorate of Employment (NDE) which concentrated in training and imparting artisanal-cum-vocational skills to various categories of unemployed non-graduates, especially, primary and secondary school leavers. This was later revised and expanded under the National Poverty Eradication Programme (NAPEP) which included the

Mandatory Attachment Programme (MAP) meant to provide temporary employment opportunities and capital grants for graduates of tertiary institutions.

The apparent dissatisfactory performance of these programmes led to the formal introduction of entrepreneurship education in the Nigeria education system in the late 2000s. The stakeholders came to a consensus that since most of the unemployed people are actually products of various educational institutions, it is much better to give them skills-based and entrepreneurship oriented courses through which they could acquire the competencies and motivation to establish and manage their own businesses. This will save most of these students the agony of waiting for several years after graduation in search of jobs. In line with this paradigm change, the Federal Government of Nigeria (FGN) has promulgated and implemented several policies aimed at entrenching the teaching and learning of entrepreneurship education across all institutions and levels of educations in the country. For example, the revised National Policy on Education (FGN, 2004) recognizes entrepreneurial studies and technical-cum-vocational education as veritable means of skill development, as well as, instruments for the survival of the citizenry in today's fast-changing world. As a practical expression of its importance, topics and subjects in skills acquisition have been infused into the primary and secondary school curriculum throughout the country (Ayinde, 2010). This policy thrust is aimed at introducing Nigerians to entrepreneurship as early as possible in order to arouse their interest to the possibilities that abound in self employment.

The nation's Colleges of Education (COEs) and Polytechnics/Colleges of Technology (COTs), have taken deliberate steps to inculcate entrepreneurial skill into their students. The curriculum of the major teacher training institutions, especially the Colleges of Education (COEs) and the National Teachers' Institute (NTI) have been revised and updated with the inclusion of entrepreneurship-related compulsory courses (NCCE, 2002 and NTI, 2008). The

trainee-teacher, after being drilled in selected entrepreneurship courses, would be capable of teaching introductory technology in secondary schools.

In the polytechnic sub-sector, the National Board for Technical Education (NBTE), has equally launched the Vocational Enterprise Institutions (VETs) and the Innovation Enterprises Institutions (IEIs) to train the citizenry to acquire technical and vocational skill. This not only widens access to entrepreneurship education, it equally serves the immediate need of enhancing of self-employment. Entrepreneurship education is also being taught to all undergraduate students in Nigerian universities. This programme is made up of a number of university-wide compulsory courses usually domiciled in the Schools of General Studies (SGS). It has been observed that some of these universities offer these courses under a distinct Entrepreneurship Development Centre/Institute established to provide practical sessions and conduct researches into entrepreneurship.

To be specific, entrepreneurship education policy received a serious concern due the observed high rate of unemployment in 2004 when President Obasanjo gave a presidential directive for its introduction. The directive was informed by two reasons. The first was to stem the disturbing spiral rise in graduate unemployment, which was hoped that with entrepreneurship education Nigerian graduates would become self – employed, and become even employers of labour. The second reason was the desire of the then government to make Nigeria one of the leading 20 economies of the world by 2020. It was the contention of the then president that entrepreneurship education for Nigerian undergraduates was one of the strategies for achieving this (Bankole,2007). The National Universities Commission (NUC) set out to implement the Presidential directive immediately, and by July 2004, the National Universities Commission organized a workshop on entrepreneurship for Nigerian Universities (Ekpoh and Edet,2011). The inclusion of entrepreneurship education into the country's university curriculum is an empowerment strategy for graduate self-employment and poverty reduction.

This will move Nigeria from a consumer to a producer nation, in addition to, reducing the rate of graduate unemployment or under-employment (Okah and Odelola, 2009).

It is clear that entrepreneurship education has become entrenched in the Nigerian educational system. Through a conscious policy shift backed by an equally comprehensive curriculum re-engineering, it has become the norm that every student in the nation's schools and institutions of higher learning, must pass specific entrepreneurial courses to qualify for graduation and certification. This policy is better defined and more pronounced at the tertiary level of education where entrepreneurship courses are among the compulsory General Studies (GST) programme. Irrespective of the pattern adopted for its implementation, the point remains that entrepreneurship education has come to stay in the Nigerian educational system.

2.2 Methods of Teaching Entrepreneurship

Method is the means of teaching predetermined ends. It forms the most important link in the total teaching-learning chain. Method is the middle link connecting the objectives of entrepreneurship education with its value. Method determines the quality of result of any teaching and learning activity. This part of the study attempts to identify the appropriate teaching methods in this course.

Rao (2010) said that the methods of teaching each subject play a pivotal role in enhancing the efficiency of their practitioners. He added that “Even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teachers.”

In order to achieve the objectives of teaching entrepreneurship, methods are needed to expose the students to knowledge and experiences helpful in the development of understanding, critical thinking, practical skills and interests.

The key to a successful entrepreneurship education according to Lee et al (2007) is to find the most effective way to manage the teachable skills and identify the best match between

student needs and teaching techniques, there is no universal pedagogical recipe to teach entrepreneurship and the choice of techniques and modalities depends mainly on the objectives, contents and constraints imposed by the institutional context.

As we can see in the literature, previous studies mentioned the importance of teaching methods in entrepreneurship education but very limited studies investigated on the subfield of teaching methods.

In the North-Eastern Nigeria, elements of entrepreneurship skills are introduced and taught at all levels or stages of education but with different approaches. At the primary school level, vocational skills, which are integral to entrepreneurship, are embedded in the subjects in handcraft. It is the same at the secondary school level where vocational and technical skills are taught and acquired through a subject called Introductory Technology, which is compulsory at the Junior Secondary School (JSS) stage.

Entrepreneurship education extends to all programmes and disciplines offered in North-Eastern Nigerian's tertiary institutions of learning. This is why it is among the courses that constitute the General Studies (GST) which are compulsory.

The methods of teaching entrepreneurship education in the library schools in North-Eastern universities is still general in nature, under general studies not as independent courses under the department of library and information science as obtained in some North Western Library and Information Science schools.

Pedagogy is a means to achieve objectives. As soon as objectives have been agreed upon and specific constraints have been identified, the right teaching methods can be selected (Fayolle et al 2008). But on the other hand, effectiveness of an entrepreneurship education programme depends mostly on teacher's skill and knowledge of different teaching methods particularly entrepreneurship teaching methods. Education curriculum with a specific objective and contents, this study aimed to identify the appropriate teaching methods in this course for the

specific audience .Moreover, there is a debate amongst academics and business people about whether entrepreneurship can be taught in the first place (Fayolle & Gailly, 2013). Some perceive entrepreneurship as a talent with which one is born and cannot be taught; however, this can also be said of other professions, such as engineering or medicine, and nobody will dispute the need to teach students these subjects (Fayolle, 2013). Hence, the discussion—as Fayolle (2013) suggested—as an attempt to avoid stagnation, should move from whether EE can be taught or not to focus on the basic questions coming from education science: what, how, for whom, why and for which results is the EE programme designed (Jones & Matlay, 2011).

Generally, some authors categorize teaching methods into two groups, which are termed “traditional methods” (comprising normal lectures) and “innovative methods” (which are more action-based), also known as “passive methods” and “active methods”, respectively (Mwasalwiba, 2010). Compared with passive methods, active methods according to Bennett (2006) are those that require the instructor to facilitate learning, not to control and apply methods that enable students' self-discovery.

The educational methods suggested by some entrepreneurial learning literature are role playing and real business experiences (Corbett, 2005), case studies' discussions and business simulations (Chang & Rieple, 2013), live projects that combine traditional teaching with talks from business people (Heinanon & Poikkijoki, 2006), peer assessment, primary data gathering and reflective accounts (Chang & Rieple, 2013).

In the work of Carrier, 2007; Hindle, 2007; Fayolle, 2007; Fayolle et al, 2008) and Lonappan et al (2011) the teaching methods are classified into the following categories: case study, group discussion, individual presentation, individual written report, group project, formal lectures, guest speakers. A study by Solomon et al (2007) highlighted that the most popular teaching methods in entrepreneurship education are case studies and lectures. Generally, the

methods suggested by researchers drawing on how entrepreneurs and adults in general learn assume that a high proportion of active learning is important to enable problem solving, self-reliance and self-reflection (Klapper & Tegtmeier, 2010).

In the midst of continuous growth in the number of universities offering entrepreneurship courses, opinions abound on the issue of whether entrepreneurship can be taught and anecdotes about whether entrepreneurs are born or bred fill discussions in international journals and conferences. Some people still argue that it is not possible to teach entrepreneurship. For them, entrepreneurship is a matter of personality and psychological characteristics. One of the arguments that has been advanced is that talent and temperament cannot be taught (Fayolle et al, 2008; Fayolle, 2007). It is becoming clear that entrepreneurship, or certain facets of it, can be taught (Kuratko, 2003). But one could argue that this is true for many professions and professional situations. Nobody will dispute the fact that medicine, law, or engineering can be taught and yet there are doctors, lawyers and engineers who are talented and others who are not. A similar argument can be made for entrepreneurship and entrepreneurs (Fayolle et al, 2008).

Fayolle (2007) asserts that the teaching of entrepreneurship is both a science and an art where the former relates to the functional skills required for business start-up (an area which appears to be teachable) while the latter refers to the creative aspects of entrepreneurship, which are not explicitly teachable. There is a unanimous agreement among entrepreneurship educators that there needs to be a shift of emphasis from the scientific to the artistic and creative teaching of entrepreneurship.

Although the focus of most entrepreneurship courses and training lies in the scientific dimension of entrepreneurship, it has been acknowledged that entrepreneurship education helps ignite the artistic, creative and perceptual aspects of entrepreneurship (Lee et al, 2007). Entrepreneurship education covers a wide variety of audiences, objectives, contents and

pedagogical methods (Fayolle et al, 2008). The most commonly cited objectives of entrepreneurship education by previous studies are: to acquire knowledge germane to entrepreneurship, to acquire skills in the use of techniques, in the analysis of business situations and in the synthesis of action plans, to identify and stimulate entrepreneurial drive, talent and skill, to undo the risk-adverse bias of many analytical techniques, to develop empathy and support for the unique aspects of entrepreneurship, to revise attitudes towards change, to encourage new start-ups and other entrepreneurial ventures, to stimulate the ‘affective socialization element’ (Alberti et al, 2005).

Entrepreneurship education (EE) is one of the fastest growing fields of education globally, yet the areas of “what” should be taught in these programmes and “how” to teach them have been mentioned by many researchers as ones that lack both consensus and devoted attention. This part of the study aims to provide a review of the common and best practices adopted in terms of course contents.

The result of many research works reveals that the course contents vary depending on the programme’s objectives—from theoretical courses aiming to increase entrepreneurial awareness to practical-oriented ones that aim to produce graduates ready to start a business. Practical-oriented courses correlate with entrepreneurial learning suggestions for practices to engage students in acquiring entrepreneurial competencies.

However, this section of the study will focus on the “what” as areas mentioned by many researchers as ones that lack devoted attention (Bennett, 2006; Fayolle & Gailly, 2008; Pittaway & Cope, 2007; Mwasalwiba, 2010; Solomon, 2007). This section aims to review literatures on common and best practices in terms of course content of entrepreneurship prescribed by different researchers for tertiary level. The value of this section is to contribute to an area that lacks devoted attention—course content and method of teaching entrepreneurship (Solomon, 2007)—which needs further in-depth description in order to

contribute to the efforts for extracting best entrepreneurship education programme practices (Jones & Matlay, 2011).

Over time, the focus of entrepreneurship education moved towards the actual process and content of entrepreneurship education programmes, but more recent works take a rigorous look at course content (DeTienne & Chandler, 2004; Fiet, 2001; Honig, 2004; Shepherd, 2004). Many other recent works about entrepreneurial learning are making an attempt to merge theory, practice and actual observation of what entrepreneurs do and how they learn (Harmeling & Sarasvathy, 2013). There is a lack of uniformity vis à vis “what” is taught and “how”, causing the courses to vary widely (Bennett, 2006). Also, as it is inevitable that the course content will depend on the course objective (Pardede & Lyons, 2012), while it might raise doubt on the ability to extract common practice from different contexts, however, as Coviello and Jones (2004) argue, the differences in EE practices originate from authors’ varied definitions of pivotal issues rather than the context differences. Hence, while entrepreneurship education programmes might be affected by country-specific issues, the aims of these programmes are universal (Mwasalwiba, 2010), and this section of the study will take advantage of this diversity to map out common and best practices, and try to categorise provision into generic themes. The three common themes of Entrepreneurship Education provision are:

1. Theoretical-oriented courses that teach “about” entrepreneurship (Piperopoulos & Dimov, 2014) and aim to increase awareness about entrepreneurship, encourage students to choose entrepreneurship as a potential career choice (Fayolle & Gailly, 2013) and consider self-employment (Klapper & Tegtmeier, 2010); in this theme there is entrepreneurship theoretical content that includes: entrepreneurial traits; personality characteristics; economic success; how people think entrepreneurially and entrepreneurial awareness (Piperopoulos & Dimov, 2014). For this theme, teaching is

mostly teacher-centred and the learner is passive, and the most used teaching methods are lectures, guest speakers and case studies—usually adopted from textbooks (Fayolle & Gailly, 2008).

2. Practical-oriented courses that teach “for” entrepreneurship (Piperopoulos & Dimov, 2014) aims to encourage students and enhance their intentions to be entrepreneurs in future.

Curricula content for this theme takes skills-based approaches where it seeks to train students about the mechanisms of running a business (Bennett, 2006). The content of this theme aims to provide a portfolio of techniques to encourage entrepreneurship practice, including: generating business ideas; team building; business planning; creativity; innovation; inspiration; opportunity recognition; selling; networking; unpredictable and contingent nature of entrepreneurship; adapting to change; and expecting and embracing failure (Fayolle & Gailly, 2013; Piperopoulos & Dimov, 2014). For the teaching “for” entrepreneurship theme, in most cases students act, role play and pretend to be entrepreneurs rather than really being one, which is the core difference between this theme and the one discussed next, which is teaching “through” entrepreneurship (Vincett & Farlow, 2008).

3. Teaching “through” entrepreneurship, which aim to graduate entrepreneurs (Vincett & Farlow, 2008), support new venture creation (Lundqvist & Williams Middleton, 2013) and develop entrepreneurial competencies (Bridge, Hegarty, & Porter, 2010).

Curricula content for this theme is similar to teaching “for entrepreneurship”; however, it suggests learning “with” and “through” real-life entrepreneurship, to enable students to experience “being” entrepreneurs rather than “pretending” to be ones (Vincett & Farlow, 2008) and to have a real taste of market forces (Dabbagh & Menascé, 2006). These courses focus on pitching business ideas to investors and

shareholders, and teaching with real-life entrepreneurs. Some of the suggested teaching methods for this theme are person-induced business simulation (Klapper & Tegtmeier, 2010), internships to create and implement innovative products for real clients (Wang & Verzat, 2011), and live projects where students collaborate with real business people (Chang & Rieple, 2013). This theme depends heavily on experiential learning and learning by doing.

The challenge that arises from this general description of the curricula content is that there is already little consensus about what the words entrepreneurship and entrepreneurial mean in practice (Pittaway & Cope, 2007). Hence, mostly the content of the course would vary depending on the teacher's personal preferences as to definition and scope (Hannon, 2006). This level of generic description of curricula contents needs a more elaborate description to enable entrepreneurship educators and curricula designers to access insights from previous experiences (Smith & Paton, 2011).

The inclusion of entrepreneurial courses and other practical skills acquisition programmes as part of the learning experiences in formal educational settings is considered germane to enriching the competence of students and graduates. The desire to arrest the diminishing standard of education gave impetus to the introduction of entrepreneurship education. The idea is to enrich the learning experiences, as well as, expose the learner to business management skills, risk bearing, fund-raising and other elements of positive work ethics. Integration of these components of entrepreneurship education into the courses taken by students will radically improve the quality of education because the graduates would be exposed to valuable knowledge with which to survive in self-employment. Policy-makers in Nigeria appreciate this fact. It is with this in mind that various regulatory bodies in the

country's education sector (NUC, NBTE, NCCE) came up with policies making entrepreneurship education compulsory at different levels of education.

However, Hytti and O’Gorman (2004) suggest different view as they argued that there are many ways to offer entrepreneurship education, depending on the objectives of such education. If the objective of the education is to increase the understanding of what entrepreneurship is about, the most effective way to accomplish the objective is to provide information through public channels such as media, seminars, or lectures. These methods are effective in terms of sending the relevant information to a broader population in a relatively short period of time. If the objective is to equip individuals with entrepreneurial skills, which are applicable directly to work, the best way is to provide education and training that enable individuals to involve directly in the entrepreneurial process, such as industrial training. Lastly, if the objective of the education is to prepare individuals to act as entrepreneurs, the most effective technique is to facilitate experiments by trying entrepreneurship out in a controlled environment, for instance through business simulation or role playing.

It is however also generally agreed that traditional methods are less effective in encouraging entrepreneurial attributes. It is said that such methods actually make students become dormant participants. These methods prepare a student to work for an entrepreneur, but not to become one.

The existing shortfall in teaching methods confirms Kirby's (2005) comments that most entrepreneurship educators though relate their courses with new ventures creation (educate **for**), they actually end up teaching **about** entrepreneurship. He suggests that for entrepreneurship to be learned as a career, it is best done using some kind of apprenticeship.

Traditional methods should only be used to give students the commercial underpinnings of their entrepreneurial actions. But, doing something practical and having an opportunity to question, investigate, converse, and discuss with real-world entrepreneurs gives both

knowledge and skills and also stimulates attitudes. However, in a practical sense most of the advocated active/action-based teaching methods are costly and somehow may not align to the conventional university system of teaching and awarding marks (Mwasalwiba , 2010).

Group project is defined by Rao (2010) as an activity willingly undertaken by the pupils for the solution of a felt problem. It is a concrete activity directed towards the learning of a significant skill or process. In “group project”, students can learn better when they are divided into groups and listen to others’ opinions. It enforces critical thinking, because the students criticize others opinions, although in “individual project” they learn the strategies to deal with ambiguous and complex situations.

Also in the “case study” method, studying number of successful and unsuccessful business plans can help them to write a comprehensive business plan. The students need to be accustomed with business problems then “development of a new venture creation project” could be other teaching methods of entrepreneurship programme in universities. Problem-solving method enforces critical thinking in the students and is one of the best methods in entrepreneurship education.

Heinonen and Poikkijoki (2006) identified the following objectives in entrepreneurship learning such as “learn to understand entrepreneurship”, “learn to become entrepreneurial” and “learn to become an entrepreneur.” All three objectives have some implications in terms of teaching approaches (Hyatti & O’Corman, 2004). Traditional teaching methods such as lectures, literature reviews and examinations do not activate entrepreneurship (Sogunro *et al*, 2004). Thus they suggested that the utilization of entrepreneurial directed approach will give the student the opportunity to take a new kind of role.

Gibb (2002) argued that when students can take ownership of their learning, able to study on a “need to know” basis, can participate in setting their learning goals and tasks, only then generic entrepreneurial competencies can be practiced and developed. In terms of delivering

knowledge, the more traditional methods are used the more boring it becomes to the students. New teaching techniques which focused on students centred teaching such as case analysis, business plan, presentation, discussion, visit to business location, interview with entrepreneurs and running real business should be introduced to match the entrepreneurial directed approach.

From the foregoing, it is obvious that students will be able to improve their enterprising behaviour if their exposure to entrepreneurship is through the “hands on” teaching techniques such as, case analysis, class presentation and discussion. Entrepreneurship education in universities in Nigeria should consider teaching techniques that require students’ to have “hands on” enterprise experience as well as to practice entrepreneurial directed approach in improving university students’ entrepreneurial mindset and readiness.

2.3 Relevance of Entrepreneurship Education in Preparing LIS Students for Information Brokerage and Consultancy

Relevance is defined in the Cambridge Advanced Learners dictionary (2005) as the degree to which something is related or useful to what is being talked about. Therefore for the purpose of this study it can be defined as the degree to which entrepreneurship education is relevant to the students of library and information science. Barrow and Milburn (2005) asserted that relevance is not a straight forward property of things, as a particular shape or colour may be. It is a relational property and to establish that something has relevance, one has to specify the end to which it is supposedly relevant, and show that it does indeed serve that end.

There is no generally accepted definition of the two terms, information brokerage and consultancy. Scholars are even divided in their views about the two terms. Some scholars believe that the two terms are synonyms. Some others look at the two terms as different but complementary terms. Perhaps, a few of the views of the scholars may suffice to clarify the two terms. Gupta, et alin Bello and Abdullahi (2015) first defined information broker as a

person who buys from and sells information to the needy and information brokerage as the business of being an information broker. In the paper, they identified consultancy as one of the information services offered by an information broker.

Regardless of Africa's approach to information and communications technology in the information age, the business of information brokering is a manifestation of globalization-global village where information is at your fingertips; but how many people - researchers, students, managers, lecturers – are skillful enough in ICT, information retrieval techniques, storage and dissemination? It is from this perspective that finding a solution to everyday problems is the goal of many visionary entrepreneurs.

In his own paper “information, Consultancy and brokerage in Botswana”, Ocholla (1998) as quoted by Bello and Abdullahi (2015) conceptualized consultant as a specialist who gives expert advice on information”. On the same page of the paper, Ocholla defined information broker as individuals or organizations that operate enterprises that charge fees for information-related services and products. To the author, the two terms, by his definition possess less semantic differences.

In their own paper, the views of Nwosu & Unagha (2014) are not markedly different from the earlier cited scholars. To them information broker embraces information consultant. They defined information brokerage simply as “a fee-based information services”. They further defined information brokerage as “a form of business outfit which offers information services for an agreed fee.” As far as they are concerned information is like any other commodity in the market. Thus, information brokerage is the business of buying and selling information as a product. Nnadozie & Nnadozie (2014) in their paper “Library Consultant Business” tried to distinguish between information broker and information consultant. They defined information consultant as that aspect of library and information sciences (LIS) entrepreneurial practice

that is specially concerned with giving expert advice and professional services to practicing librarians, libraries, library schools and library associations at agreed fees and other terms and conditions.

Bello and Abdullahi (2015) asserted that information brokers and consultants are regarded as synonyms. They are one and the same term. In the conceptual framework of their paper, they conceptualize that “any trained Librarian who establishes a business for the purpose of selling, buying and providing expert advice on all aspects of librarianship for a fee can be referred to as an information broker or information consultant.

The word business, in context of trade, is the activity of making, buying, selling, supplying goods or services and rendering advisory and other intellectual-oriented services for money. Engagement in business as the sole means of livelihood in Nigeria is really not a normal practice, particularly among white-collar workers. Even where employment opportunities abound, some of the graduates from these fields would have still opted for business not only as a survival means but also as a career by which such graduates would remain relevant professionally.

What reasons are or likely to prompt graduates from a relatively less popular fields, like librarianship to use the knowledge he acquires from entrepreneurship course to explore the opportunities available in business. The reasons, according to scholars, include:

- a. Introduction of entrepreneurship study: As a core programme in all Nigerian Universities. Essentially meant to expose potential graduates to opportunities they can explore for self-engagement. Consequently, most graduates in Nigeria have started developing the burning desire to be self-employed.
- b. Theory of achievement: The main thrust of this theory, according to McClelland (1974), is that man’s desire for self-employment by way of engagement in one

business or another, is achievement. Achievement is the psychological feelings a person developed for being successful in a self-employed or assigned task. In other words, the degree of happiness a person expressed for being successful upon a self-indulged task is the achievement. Achievement, therefore, acts as a source of motivation or a strong impetus for the achiever to aspire towards greater achievement. Nwachukwu (1992) conceptualized motivation as a pre-potent state that energizes a guided behaviour towards venturing into a certain business or task. Achievement in the opinion of McClelland is a specific behavioural trait that has strong backing of the environment. He noted that achievement behaviour cannot develop in a person unless there is a strong motivational force, which McClelland called stimulatory phase. When the environment act on a person to wake up from his or her slumber and do something tangible for him or herself, a support, financial or otherwise, usually follows this phase so that the person can start something. The moment the person is able to sustain him in the chosen task or business, achievement stage has been established. The rest is success and successes.

- c. Explosion in literature: This development has ushered in its own complexities which include “increased specialization, consequent fragmentation and dispersion of literature” (Gupta & Gupta, 1983 in Bello and Abdullahi, (2015). Users are increasingly finding it difficult to get requisite information without assistance from a professional. This growing need for professional service provides signals for creative and innovative librarians to explore the available business opportunities. Entrepreneurship training in the universities provide the basis for such creativities and innovativeness.
- d. Most libraries in Nigeria, particularly public libraries, lack the essential facilities to provide needed personalized and quick result services (Bello, 2013). Besides,

majority of librarians are running away from such technical services as indexing, abstracting, cataloguing, bibliographical compilation, etc. Not only are these categories of professionals few in some libraries, they are not available in some other libraries. Lack of enabling infrastructural facilities and technical librarians seem to be providing a good atmosphere for information brokerage and consultancy in these areas. This trend is a common phenomenon in advanced societies (Ocholla, 1998). It is a developing trend in developing societies like Nigeria. Our graduates and potential graduates should note this opening for business initiative.

- e. The breakthrough in information and communication technology (ICT) has not only precipitated new business opportunities for the librarians but also it has provided the librarians the enabling technologies to prosper in information business. Answer to queries, quick or extended, wherever they may be in this world, can be accessed within the shortest possible time. The realization that an information business can be run from a laptop provides a sufficient source of encouragement in information business as a whole.

The essence of entrepreneurship programme is not only to inculcate the culture of self-employment in our youths but also to teach them to be creative and innovative. The knowledge enables them to see the opportunities that are available in their respective professional academic endeavour. One of such opportunities in librarianship is information brokerage and consultancy.

Glangchai (2003)in Bello and Abdullahi (2015) asserted that most importantly, though, cultivating entrepreneurial qualities in students helps them across every profession,innovativeness and ambition are critical drivers in professional success, while high self-esteem and self-control provide students with the confidence and discipline to realize their dreams. These skills and characteristics are critical to working in any profession, and by

developing these qualities, entrepreneurship programmes can help transform students into successful young professionals.

The introduction of entrepreneurship education in Nigerian tertiary institutions is actually a direct response to the changing socio-economic and political conditions in the world and Nigeria in particular.

According to Ewubare (2010), entrepreneurship education programme can equip students with entrepreneurial skills that will enable them create and develop enterprises in various areas. The emphasis here is that the programmes have a way of shifting the focus of students from paid employment to self-employment. During the colonial era, people were trained to work for the colonial masters and as such, their education was patterned towards such. Immediately after independence the emphasis of our education system was after paid employment (Akpomi, 2009). Another role of entrepreneurship education is that it has the tendency of equipping and making students experts in the production of certain items. This was demonstrated in the curriculum framework of this programme in which has been designed such that individuals will be able to channel their creative abilities and skills to an area or areas of interest. The interest area may be barbing, soap making, publishing, farming and so on (Agoha, 2011).

The knowledge of entrepreneurship education helps the students to gain information that will help to boost teaching and learning (Agoha, 2011). Entrepreneurship education builds the spirit of being entrepreneurs in the minds of the students. Thus, entrepreneurship education has a way of discouraging laziness and idleness among our teeming population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship. That is, what it takes to develop business plans, start and manage businesses(Keneddy,2013)

Entrepreneurship education can greatly help in addressing the level of poverty in the country. The issue of poverty eradication has been a top priority of many governments and institutions, especially in developing countries where extreme poverty is conspicuous and has become pandemic (Akpomi, 2009; Kalirajan, 2009).

The incidence of poverty in Nigeria is on the high side, where most of the total population has been classified as poor (Ewhrudjakpor, 2008). This state may be seen as a direct consequence of the absence of entrepreneurial spirit and culture which Entrepreneurship education is supposed to foster. In other words, the relevance of entrepreneurship education is felt more in the area of checking or reducing poverty. Entrepreneurship education equally helps in checking high dependency ratios (that is, the ratio of dependent population to working population) in the country. Once the working population is adequately equipped with these entrepreneurial skills thereby leading to self-employment, burden arising from dependent population will be reduced.

Similarly, the research findings of Peterman and Kennedy (2003) indicated that offering entrepreneurship education course is helping all students in development of favourable entrepreneurial attitude. Empirical findings of Tounes (2006) indicated that taking entrepreneurship education course has positive effects on students' entrepreneurial attitude.

There are many other findings that supported the positive effects of entrepreneurship education on development of entrepreneurial attitude of students (Lens and Wong, 2003: Teixeira and Davey, 2008 and Memitrova et al, 2012).

Librarianship as a profession and its service delivery has experienced tremendous stages especially with the introduction entrepreneurship education – from the traditional to the more robust digitalized information based service. It is no longer mere keeping of information resources and lending but diverse service – based; it has become a fee – based service. The advent of computer networks enhanced by the existence of telecommunication facilities now

ushers a new path for doing any type of Library and information science business globally and gives a new direction to the traditional way of library and information service provision.

Igbeka (2008) stated that while there may be unemployment for many graduates from Nigerian library schools there are also many opportunities for proactive information professionals in the new environment, adding that with increased information generation and usage in this information age, there are many career opportunities available to library professionals in the world and their roles as well as their job market have expanded.

The business opportunities in library and information science has proved that entrepreneurship education would be a relevant and veritable tool that would assist in curbing the graduate unemployment among library and information science graduates. Igbeka(2008) articulated this further that there are many career opportunities for the library school graduates in Nigeria which include information brokerage or fee-based library services such as indexing, abstracting, information repackaging, information/document delivery, compilation of bibliographies, directories and biographies, clipping services, publishing and marketing library and information services. According to her, some specific career options for librarians include academic librarianship, corporate librarianship, government document librarianship, art and architecture librarianship, information broker/ business librarian, law librarianship, medical librarianship, public librarianship, serials librarianship, information consultancy, content manager, database administrator, taxonomist, webmasters etc. Your brain, skills, commitment and determination to succeed are all that you require starting off, and surviving, in most of them.

This was supported by Bradson (2011) where he asserted that information brokerage will be among the leading professions that will emerge in the 21st century. He added that information brokering and selling information as a product has been around for a long time. Librarianship

today has arrived at the information age where the role of information is increasingly emphasized as an economic resource, a marketable commodity and a social wealth.

Afolabi (1998) in Igbeka on how to start and operate our own fee-based library services, identified the information related careers that library and information science graduates could enter with specific reference to the African situation, namely:

- Cataloguing and classification (contract cataloguing)
- Current awareness services
- Indexing and abstracting
- Retrospective conversion
- Online literature search and bibliographies
- Editing and publishing
- Owning a library and
- Packaging and repackaging of information

From these contributions, entrepreneurship in library and information services will be seen as a lucrative and a multi- directional venture that the LIS undergraduates as prospective graduates might choose into venture in after graduation and exploit and at the same time the knowledge they acquired during entrepreneurship courses will give them the opportunity to succeed or change from the low profit venture to the more profitable one which is hardly obtainable in other professional fields.

2.4 Attitudes of LIS Students towards Entrepreneurship Education

Attitudes have a strong bearing on the way the LIS students would look at entrepreneurship as a course requirement in their university education that would save them from unemployment. Literature review on entrepreneurship education programme suggested that these programmes are found successful in changing the attitudes and encouraging students to start a business, or improve the performance of a business. This statement was supported by

Anyago (2009); Akpan and Etor (2013), who said enterprise education programmes provide social experience, such as opportunities to exercise significant responsibilities, to start one's own business and to observe relevant role models which encourage entrepreneurial spirit .

Nnadozie (2014) also stressed the need for positive attitudes of LIS students towards the programme where he asserted that “for increasing the level of entrepreneurial initiative among students, it is needful to increase positive attitudes towards entrepreneurship”. Therefore, attitude can be viewed as the stepping stone to entrepreneurial readiness.

By definition, attitude refers to one's positive or negative judgment about something. Research by Ajzen & Fishbein (2000) indicates that attitude represents a summary evaluation of a psychological object and is described both internally and externally in dimensions such as good or bad, pleasant-unpleasant, negative or positive. The Encyclopedia Americana (2004) defined attitude as a predisposition to respond in certain way to a person, object, situation, event, or idea. Mcleod (2014) defined attitude as a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols. Attitudes are multi-dimensional.

In the context of this study, attitude refers to the library and information science students' positive or negative judgment about entrepreneurship education.

Various methods of measuring attitudes have been developed by scholars and all focus on three major different components of attitudes – cognitive, affective and behavioural – and these components do not necessarily coincide.

Affective Component: This involves a person's feelings / emotions about the attitude object. Affect in this study means the LIS student's feelings concerning entrepreneurship education. For example some students might say “I am afraid of the risk taking involved in venture creation ”.

Behavioural (or conative) component: This refers to the way the attitude we have influences how we act or behave. For example: “I will not invest my money to establish a business”.

Cognitive Component: This involves a person’s belief / knowledge about an attitude object. That is, the LIS students’ belief about their intellectual knowledge and skill. The **knowledge** aspect of attitude covers how much a person knows about the attitude (entrepreneurship). People are generally more knowledgeable about topics that interest them and are likely to hold strong attitudes (positive or negative) as a consequence. For example: “I believe entrepreneurship helps in economic growth of a nation.”(Hogg and Vaughan, 2005)

Depending on whether the attitudes are positively or negatively directed towards a particular object they are considered to promote or inhibit student behaviour in the class room, the home and in the peer group and ultimately learning and choice of career.

There are other empirical studies that have linked the entrepreneurship spirit with learning process (De Pablo, 2006; Moriano, 2006). A Study by Fayolle et al (2006), found that entrepreneurship education had a strong and measurable impact on the entrepreneurial attitudes of students. They concluded that entrepreneurship education and training can influence the behavior and future attitude of students.

Hannon et al (2006) said that entrepreneurship education’s long term results include change in attitude, and influence on business created by youth (Azizi, 2009)

According to Aluwong et al (2010), developing positive attitude to students through entrepreneurial education is a necessary ingredient for stimulating economic growth and employment opportunities in all societies. They further added that entrepreneurial education is a tool for fighting poverty and dependency; it has the perversity to continually provide business interest and skills to youth and also to;

- Provide more semi-skilled, skilled and professional manpower needed to revitalize, operate and sustain the economy.

- Help to reduce unemployment by providing and sustaining a generation of job creators rather than jobs seekers.

Entrepreneurship education is therefore relevant as a major source of job creation and economic empowerment at a time most governments are downsizing due to dwindling condition of international trade. Students through entrepreneurship studies according to Oko-Jaja (2009) would inevitably, become less averse to risk taking because they are made to appreciate that opportunities abound in risky ventures,

Entrepreneurship education is therefore relevant because it develops the trainees' positive attitude towards business enterprises and equips them with the ability to manage small and medium scale ventures (Bureau of Public Service Reform, 2009). Specific topics in entrepreneurship studies, as well as, the literature of the subject, expose the students to successful entrepreneurs and the stories of the challenges they face and their accomplishments. This motivates the students and makes them to adopt a more positive attitude towards the idea of founding and nurturing private businesses.

Entrepreneurship education to Fayolle et al (2008) can constitute an essential tool in developing the entrepreneurial attitude and culture of students of a region.

In Singapore, Lena and Wong (2004) found out that there is a moderate correlation between attitude towards entrepreneurship education and founding of a business or business start-up among 11,660 students taking science, engineering, information technology and business and management programmes in higher education institutions.

The result of Eke's (2011) study also proved that people who had low positive attitude of entrepreneurial experience before following the enterprise programme recorded significant changes in their attitude and perception towards starting a business after participating in the enterprise programme. Generally, entrepreneurship education aims to increase the awareness

of students to entrepreneurship as a career option, and enhance the understanding of the process involved in initiating and managing a new business enterprise.

From the literature reviewed the influence and the continuous acceptance and call for emphasis on entrepreneurship education in our tertiary institutions would be summarized as follows: it develops individual entrepreneurial skills of the students' behaviours and attitudes, develop personal self-confidence and capability, develop empathy with an entrepreneurial way of life, embed entrepreneurial values and beliefs, motivate and inspire students toward an enterprising or entrepreneurial career or life, understanding venture creation process, developing personal relationship and networking skills, preparing students for becoming freelancer or self-employed and to start a new business. Based on the above studies it becomes imperative to the researcher to investigate the attitude and readiness of library and information science students in North Eastern Nigeria. This is considered very important because of the rate of unemployment in the region due to the ongoing insurgency.

2.5 Readiness of LIS Students towards Entrepreneurship Education

The rationale behind the teaching of entrepreneurship skills in schools and other educational institutions was originally meant to prepare the students for basic business opportunities. However, the rate at which it has grown leaves no doubts that entrepreneurship education has inherent advantages. This is evident in the fact that its teaching, directly or indirectly, cuts across all levels of education. In some cases, individual educational institutions insist that their students must pass through some courses on entrepreneurship and other vocational training in the course of their educational programme. At the governmental level, specific policies are made and implemented through academic institutions and their regulatory bodies to ensure that students are taught aspects of entrepreneurship and that such courses are passed before graduation.

Readiness which is synonymous with skill can be defined as a talent which a person has to perform a task beyond the performance level of the ordinary person. It can also be seen as an ability which a person possesses to get things done in a unique way. More so, a skill can be defined as the innate ability to carry out a task in a way that is different from the conventional way, using less time and energy. Conceptually, a skill is an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carryout complex activities or job function involving ideas (cognitive skills) things (technical skills), and/or people (interpersonal skills).

Information professionals need to be competent to achieve result in service delivery and to be entrepreneurs. A library and information science undergraduate is expected to acquire competencies in marketing, promotion, negotiation, and persuasion in order to serve their users better either in institutional library or as information broker (Lemu, 2011).

From these definitions and explanations, it is clear that a student can acquire entrepreneurial skills through learning/training, through apprenticeship or via mentoring. The skills required by a would-be entrepreneur are many and multifaceted. The first step before going for any skill acquisition training, according to David (2014), is to look inwards and identify the area of business endeavour where one has a natural flair. This holds the secret for the kind of entrepreneurial venture one can succeed in if he/she ever takes a step forward in that direction.

It is acknowledged in the literature that entrepreneurship knowledge and skills can be taught and developed provided the appropriate environment is provided (Gibb, 2005; Kuratko, 2005) and that education plays an important role in the process of building students' entrepreneurial capacity (Hannon, 2006). That is to say it that those students who attended courses on business, are more inclined to the organization of own enterprise.

There has been a notable expansion in the number of entrepreneurship programmes globally in recent times, although participation does not always lead to entrepreneurship readiness (Kuratko, 2005; Matlay and Carey, 2007).

Nnadozie (2014) asserted that except in few instances, the skills required to excel in entrepreneurial activities are generally not acquired at birth. Rather, these entrepreneurial capabilities can be taught and learned. The above assertion has been supported by Studies such as that of Kiadese (2007) who have reported that a high level of entrepreneurship education is among tertiary institution students. However, awareness of entrepreneurship education among students is not enough but the need to find out their level of entrepreneurship aspiration or readiness to establish a business of their own after graduation. Research from the consortium of entrepreneurship education as reported by Cathy (2006) also indicated that the youth level of awareness is closely related with their entrepreneurial readiness. In other words, their level of awareness is a greater factor in stimulating their interest to set up a personal business after school.

Sanchez (2011) submits that participation in entrepreneurial course is connected with indicators such as self-efficiency, efficacy and readiness for risk is much higher after training. Also, Liguori (2011) said that there is a belief that, the courses on entrepreneurship have positive effect on student's readiness or intention of entrepreneurial career, attractiveness and recognition of the reality of creating his own business. According to report of "Entrepreneurship Education - A Compendium of Related Issues" (Lee, 2005), the graduates of enterprise programmes are three times more probable of showing readiness in beginning their own business,.

Entrepreneurship education has a fairly extensive coverage. This is understandable considering that it runs through the different stages of formal education. The designers of the programme in each country include learning experiences capable of helping the student

acquire relevant skills needed to make a success of their own businesses. The idea is to ensure that everybody within the formal school system, irrespective of the discipline or programme, goes through selected entrepreneurship courses. By this strategy, nobody within the target group is exempted.

Opinions vary as to the most appropriate time to teach the entrepreneurship courses. For instance, some authorities suggest that these courses should be restricted to the tertiary levels as done in Singapore (Shen and Chai, 2006).

In another development, Ubokwe (2012) has stated that there are a number of skills and qualities apart from your academic or professional qualifications that a would-be entrepreneur acquires after undertaking the entrepreneurship courses. He outlined the skills to include:

- i. Risk Taking: As a would-be entrepreneur, he is prepared to be ready to take risks, because running a business involves a lot of risks. You are taught to know when to take risks and when not to.
- ii. Taking Actions: Having dreams and aspirations without taking necessary steps to bring them into reality is building castles in the air. Vision without action is a mere illusion. A successful entrepreneur must know what necessary actions to take to make his business succeed, and must be ready to take these actions.
- iii. Being Persistent: Everything comes to him who hustles while he waits. In your entrepreneurial journey, success may not be instant, you need to keep going. The hallmark of champions is the ability to go through, irrespective of challenges.
- iv. Being optimistic: A positive mental outlook to life is an invaluable asset. Before you set out to embark on any business, you need to be prepared to have a strong conviction that you will succeed. As a wouldbe entrepreneur, if you want to succeed, you must have a "Can do" mentality, and see opportunities where others see problems.

- v. Being Goal Oriented: You need to be made to set achievable goals. You may categorize your goals to long-term and short-term. And always keep your dreams alive by placing your goals where you can see and remind yourself from time to time.
- vi. Being customer oriented: You should be made to always place your customers first. Your business can go nowhere without your customers. Always work towards their satisfaction.
- vii. Being passionate: Develop an interest and a burning passion for your business; you must love what you do, else failure is inevitable.
- viii. Good Time Management: Schedule your day and stick to your schedule. New entrepreneurs need to realize that every minute is valuable. Utilize "free time" to learn more skills related to your business, and find ways to advertise and contact potential clients.
- ix. Good Financial Management: In business, a proper knowledge of finance is a must. Knowing how to cost a service, track expenses, balance an account and keep track of numbered invoices are all most small businesses need to start out. Entrepreneurs must know acceptable means of sourcing funds and profitable management of such funds.

If an entrepreneur wants to start a business, it is essential to learn the specific skills that underpin these qualities. It is also important to develop entrepreneurial skills if you are in a job role where you are expected to develop a business, or take things forward more generally. So, how does one person successfully take advantage of an opportunity, while another, equally knowledgeable person does not? Do entrepreneurs have a different genetic makeup? Or do they operate from a different vantage point that somehow directs their decisions for them?

In addition to the above, Mindtools.com (2008) has gathered and categorized all the above mentioned traits into four categories, viz: personal characteristics, interpersonal skills, critical

and creative thinking skills, and practical skills. Expatiating on these traits, the site states that before the students are taught each one should first; examine his personal characteristics, values, and beliefs. "Do you have the mindset that's typical of successful entrepreneurs?" And the mindsets are:

For personal characteristics -

- i. Optimism: Are you an optimistic thinker? Optimism is truly an asset, and it helps get an entrepreneur through the tough times that many of them experience as they find a business model that works for them.
- ii. Vision: Can you easily see where things can be improved? Can you quickly grasp the "big picture," and explain this to others? And can you create a compelling vision of the future, and then inspire other people to engage with that vision?
- iii. Initiative: Do you have initiative, and can you instinctively start problem-solving or business improvement projects?
- iv. Desire for Control: Do you enjoy being in charge and making decisions? Are you motivated to lead others?
- v. Drive and Persistence: Are you self-motivated and energetic? And are you prepared to work hard, for a very long time, to realize your goals?
- vi. Risk Tolerance: Are you able to take risks, and make decisions when facts are uncertain?
- vii. Resilience: Are you resilient, so that you can pick yourself up when things don't go as planned? And do you learn and grow from your mistakes and failures?

For interpersonal Skills-

- i. Leadership and Motivation: Can you lead and motivate others to follow you and deliver your vision? And are you able to delegate work to others? As a successful

entrepreneur, you will have to depend on others to get beyond a very early stage in your business.

- ii. **Communication Skills:** Are you competent with all types of communication? You need to be able to communicate well to sell your vision of the future to investors, potential clients, team members, and more.
- iii. **Listening:** Do you hear what others are telling you? Your ability to listen can make or break you as an entrepreneur. Make sure that you are skilled at active listening and empathetic listening.
- iv. **Personal Relations:** Are you emotionally intelligent? The higher your EI, the easier it will be for you to work with others. The good news is that you can improve your emotional intelligence!
- v. **Negotiation:** Are you a good negotiator? Not only do you need to negotiate keen prices, you also need to be able to resolve differences between people in a positive, mutually beneficial way.
- vi. **Ethics:** Do you deal with people based on respect, integrity, fairness, and truthfulness? Can you lead ethically? You'll find it hard to build a happy, committed team if you deal with people - staff, customers or suppliers - in a shabby way.

For critical and creative thinking skills

- i. **Creative Thinking:** Are you able to see situations from a variety of perspectives and come up with original ideas?
- ii. **Problem Solving:** How good are you at coming up with sound solutions to the problems you are facing?
- iii. **Recognizing Opportunities:** Do you recognize opportunities when they present themselves? Can you spot a trend? And are you able to create a plan to take advantage of the opportunities you identify?

For practical skills-

- i. Goal Setting: Do you regularly set goals, create a plan to achieve them, and then carry out that plan?
- ii. Planning and Organizing: Do you have the talents, skills, and abilities necessary to achieve your goals? Can you coordinate people to achieve these efficiently and effectively? (Here, effective project management skills are important, as are basic organization skills.) And do you know how to develop a coherent, well thought through business plan, including developing and learning from appropriate financial forecasts?
- iii. Decision Making: How good are you at making decisions? Do you make them based on relevant information and by weighing the potential consequences? And are you confident in the decisions that you make?

The entrepreneurship course content in all the library schools in North East slightly vary from one school to another, likewise the course codes. The theoretical courses are divided into a number of modules and are taught as general courses not in their respective department as obtainable in Ahmadu Bello University, Zaria. Some of the library schools under study (MAUTECH) had reviewed their curriculum to include entrepreneurship courses to be taught at the departmental level and would take effect from 2016/2017 academic session.

Ahmadu Bello University, Zaria has recognized that information professionals need to be competent to achieve result in service delivery and to be entrepreneurs. Therefore they made it as a priority for their library and information science undergraduates to acquire competencies in marketing, promotion, negotiation, and persuasion in order to serve their users better. However, to impart the relevant competencies in the students the Department of Library and Information Science, Ahmadu Bello University recognized that in addition to professional competency, students need specific skills in four major areas:

- a) Technical skills in publishing,
- b) Interpersonal communication,
- c) Entrepreneurship, and
- d) General knowledge.

The department had included the above courses in the curriculum .Below is the description of the courses:

- a)** Technical skills in publishing: This is imparted from three courses: LIBS108 (Information Systems and Analysis) which gives students knowledge in design of computer programs including web design; LIBS 322 (Serial Editing and Publishing) which provides skills on editing and publishing of journal/serials; and LIBS414 (Publishing and Advertising) meant to give skills in book design, book business, and printing.
- b)** Interpersonal communication: Deals with the ability of the student to relate with others. Entrepreneurs require good interpersonal skills to convince others that, theirs is a better product. Moreover, Nigeria is a diverse country with more than three hundred ethnic cultures which need understanding if one is to be successful as an entrepreneur. This skills is imparted from taking LIBS314 (Interpersonal Communication)
- c)** Entrepreneurship: This concerns the skills of risk taking, innovation and appreciation of the values of being independent (self employed). The course is taken in LIBS 314 (Entrepreneurship in Information Work)
- d)** General knowledge: Here the Department of Library and Information Science of Ahmadu Bello University encourages students to take courses in any area of choice to them outside the department. This is to widen the horizon of the students beyond the

core competencies the student is expected to cover in the Library and Information curriculum.

On the readiness of LIS students after finishing the courses in entrepreneurship it was noticed from literature that those students who attended courses on business, are more inclined to the establishing their own enterprise (Nnadozie,2014).

2.6 Challenges Associated with Entrepreneurship Education

Notwithstanding its relevance, Nnadozie (2014) confirmed that entrepreneurship education still contends with several challenges. With Nigeria in mind, six specific constraints associated with entrepreneurship education appear in the forefront.

2.6.1 Inadequate funding

Inadequate funding of the education sector undermines effective teaching of entrepreneurship in the nation's educational institutions, as well as, the inability of the administrators of these institutions to generate revenue or attract financial assistance from the corporate world. This inevitably affects the amount of money available to fund entrepreneurship studies. Adequate funding is at the root of any successful programme. In the midst of a dearth of this vital resource, it is not surprising that the various facilities that support entrepreneurship education are lacking (Etor et al,2009).

2.6.2 Problem of Housing of the Course under the Schools of General Studies of Various Tertiary Educational Institutions

At the tertiary level of education, the foremost of these is, perhaps, the housing of the course under the Schools of General Studies of various tertiary educational institutions. Beside the logistical challenge of co-ordinating the programme in the entire institution. This approach may not make room for in-depth treatment of the various topics in the course. Because the faculty is, often, not drawn from the students' parent department, the lessons are usually too

general and not specific to the peculiarities of individual disciplines (Ifedili and Ofoegbu,2011).

2.6.3 Shortage of Period of Teaching

Additionally, the period allotted to entrepreneurship education courses in the time-table is normally insufficient, which negatively impacts on the quality and depth of the lectures. In most cases, the necessary tools/facilities for practical sessions are lacking while interface with successful firms and industries is none-existent. These logistical limitations severely undermine the effectiveness of entrepreneurship education, especially, at the tertiary level of education in Nigeria(Etor et al,2009)

2.6.4 Inadequacy of Learning Support Facilities

Another major challenge to entrepreneurship education in Nigeria is inadequacy of learning support facilities. There is a near-absence of the basic facilities required for effective teaching and learning of entrepreneurship courses. Several writers have made reference to this point. For instance, a study carried out on higher education and youth preparation for entrepreneurship found that lack of laboratories, training materials and scarcity of relevant textbooks were the major operational problems affecting effective teaching of entrepreneurial studies (Etor, Akpama, Akpan and Etor, 2009). This problem transverses the different levels of education in the country.

2.6.5 Shortage of Competent Resource persons to Teach Entrepreneurial Studies

There is, at present, a shortage of competent resource persons to teach entrepreneurial studies in various educational institutions. Nwangwu (2007) described this scenario as a "high dearth of experts in entrepreneurship education." This situation accounts for the present few number of pure entrepreneurship faculty. As a result, most people given the task of teaching entrepreneurship courses are neither adequately trained nor have practical experience in entrepreneurship, which makes them unqualified and incompetent to handle the assignment.

This situation is at variance with the submission that the teaching of entrepreneurship studies should be handled with a high sense of professionalism by specialists in relevant areas of the programme (Etor et al, 2009).

2.6.6 Shortcomings in Entrepreneurship Curriculum

This catalogue of challenges cannot overlook the loopholes and inadequacies noticeable in the curriculum of entrepreneurship education. Recent studies have not only exposed a curriculum which is not practical-oriented, attention has been drawn to shortcomings in its content and structure which makes it inadequate for the purpose of managing entrepreneurship education geared towards solving the rising unemployment presently biting the nation (Anyagou, 2009; Nwosu and Ohia, 2009; Ifedili and Ofoegbu, 2011). Since the curriculum generally dictates what is taught and learned, the anomalies associated with the present entrepreneurship education curriculum severely undermine the effectiveness of the programme.

2.6.7 Lack of Seriousness among Students

On the part of the participants, many seem not to have grasped the importance of the entrepreneurship education courses. There is a noticeable unseriousness among students and other participants which suggests that they categorize entrepreneurship education among those courses imposed on them to satisfy graduation requirements. This group of students neither attends lectures nor participate in assignment or project which is normally done in groups. Ifedili and Ofoegbu (2011) observe that "in most cases, one or two interested people in the group opt to carry out the project while the names of others are just included for the award of marks." This demonstrable lack of interest undermines the effectiveness of entrepreneurship education and defeats the broad objectives which it was instituted to achieve.

2.7 Strategies for Enhancing Entrepreneurship Education

This section identifies some strategies that are considered pertinent in solving the identified challenges associated with entrepreneurship education. In Nigeria and North-East in particular, the strategies for enhancing entrepreneurship education so that the prospects of students would appear bright are as follows:

A much better logistical support for entrepreneurship education should be in place. As entrepreneurship education evolves and matures, it is only natural that things are expected to get better. Therefore the present system of classifying the programme as a General Studies (GST) course and centralizing it should give way. In its place might be a decentralized but customized programme domiciled in various academic departments. What this means is that in future, students of Library and Information Science, Political Science, Engineering, Industrial Chemistry, etc. should no longer take the general entrepreneurship courses under the general required courses. Rather, the courses would be domiciled in their respective departments and taught by lecturers from those disciplines. Besides solving the logistical problems inherent in the present system, an entrepreneurship education course handled by faculty members from each department should be both specific and more relevant to the needs of the students vis-a-vis their profession of training. This also will engender better teaching and supervision since each lecturer has to contend with comparatively less number of students. As a result, the practice of giving group assignments/project will be a thing of the past.

There should be improved funding of entrepreneurship education programme. This would be achieved, firstly, through an envisaged increase in government's budgetary allocation to education in general and entrepreneurship studies in particular. Other anticipated sources of funds for entrepreneurship education would include cash donations, research grants for entrepreneurial studies by international agencies/bodies and financial assistance from the

Organized Private Sector (OPS). There should also be a flowering of endowed professorial chairs in entrepreneurship and entrepreneurial studies which will attract further funding to the programme.

It is envisaged by Nnadozie(2014), that deliberate steps should be taken to improve the quality of teaching of entrepreneurship courses. For instance, in the Library and Information Science profession in Nigeria, the Nigeria Library Association (NLA) and Librarians' Registration Council of Nigeria (LRCN) should see the need to organize joint or separate conferences and workshop on entrepreneurship activities to improve the competence of practicing librarians and library educators on this rapidly expanding area of scholarship. More resource persons should be recruited by academic institutions to address the current acute shortage of core entrepreneurship teachers. There should be concerted effort to provide regular training for those presently handling entrepreneurship courses. This exposure will enrich the knowledge of these teachers and enhance their competence. Furthermore, more pro-active measures should be taken to arouse and retain the interest of students in entrepreneurial studies. Additionally, attendance to lectures and participation in class activities should be made mandatory while the present culture of group or joint projects should be discarded and replaced with individualized assignments.

There should be periodic review of the entrepreneurship education curriculum at different levels of education. This exercise will provide the opportunity to effect changes in what is presently taught or learned in respect of entrepreneurship education. Such periodic curriculum reviews will make entrepreneurship education curriculum of the future more responsive to the needs of different periods. A better degree of collaboration between the institutions offering entrepreneurship education and the organized Private Sector (OPS) should be envisaged. More privately-owned companies should be made to show interest in supporting entrepreneurship education. The anticipated interface could be by: absorbing

students posted to these firms for internship, allowing periodic field trips to their facilities by students of entrepreneurship education and inviting successful entrepreneurs to have classroom interactive or motivational sessions as part of the entrepreneurship education. It is expected that in future, there should be increased support for entrepreneurship education by strategic stakeholders, like the National Directorate of Employment (NDE), National Association of Small Scale Industries (NASSI), Nigerian Association of Chambers of Commerce, Industries, Mines and Agriculture (NACCIMA), Federal Institute of Industrial Research, Oshodi (FIIRO), Raw Materials Research and Development Council (RMRDC) and Project Development Agency (PRODA). These stakeholders are expected to be persuaded to collaborate with educational institutions by making their facilities available and accessible to students taking courses in entrepreneurship education.

Oluwatoyin (2014) stated that despite the present inadequacy of the state of entrepreneurship education in the university, its contributions to unemployment reduction cannot be overemphasized in the society. It therefore, becomes pertinent to make suggestions on the strategies to adopt for enhancing entrepreneurship education.

First, the designing of the curriculum should reflect local and specific needs of the students; this will shape good local content in textbooks rather than using foreign textbooks which is inimical to local development, although foreign materials could be adapted where desirable.

Because of the newness and nature of entrepreneurship, action and participatory action research should be on from time to time to develop the instructors, contexts, situations and local needs in the developments of curriculums.

Traditional classroom formats are not good methodology for teaching entrepreneurship education instead, action methods and experimental learning should be used by instructors.

Instructors should also avoid testing memory and intelligence in examinations; rather they should focus on creativity of the potential entrepreneurs.

Based on the fact that readiness to learning is very essential to success, students should not be coerced into Entrepreneurship education as such compulsion in the form of failure in the entrepreneurship course means no graduation should be avoided. Nnadozie(2014)also emphasized the issue of funding; he stated that the administration and government should exhibit the required commitment towards funding and putting necessary infrastructure in place in the university.

2.8 Theoretical Framework

The study uses the Ajzen's Theory of Planned Behaviour(TPB) as its primary theoretical understanding on the attitude and readiness of LIS students for entrepreneurship education. The Theory ofPlannedBehaviour is considered as a relevant tool to model the development of entrepreneurial behaviour through learning processes and teaching and learning methods (Fayolle, 2006).The theory was postulated by Ajzen in 1991; It states that attitudes towards specific behaviours, Social norms regarding the behaviours (which are internalized from the social environment), and perceived behavioural control determine intended behaviour which in turn predicts behaviour (figure1). It means that readiness or intentions toward behaviour depend on a set of underlying attitudes. Above all, intentions to take a certain course of action depend on the perceptions of participants regarding personal and social desirability of the behaviour and the perceptions of participants of whether they can successfully perform such action.

The figure below diagrammatically shows how these three factors determines entrepreneurship intentions or readiness:

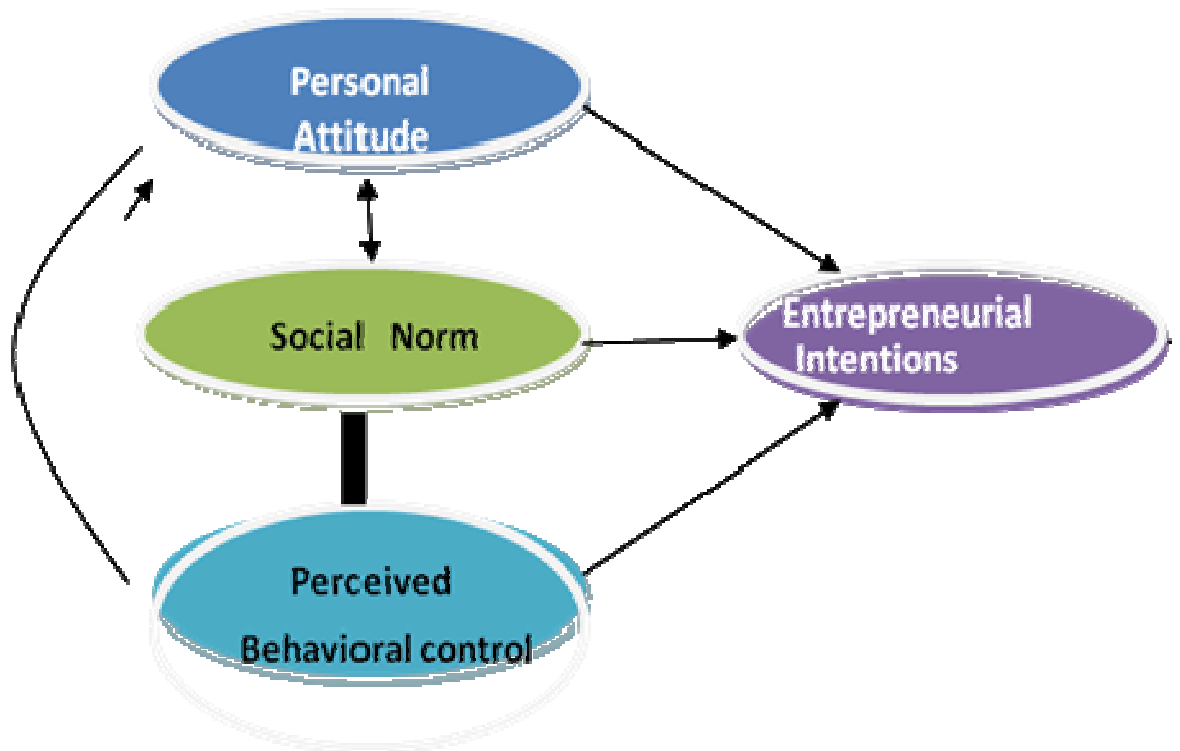


Figure1: Theoretical Framework

Sources: Adopted from Packham .et al (2010)

Theory of Planned Behavior

The theory of planned behavior (TPB) has been used by several researchers as a framework to determine attitudes towards entrepreneurial readiness or intention (Fayolle, 2013).

According to Ajzen (1991) “Attitudes toward a behavior, Social norms with respect to the behaviour, and perceived control over the behaviour are usually found to predict behavioral intentions with a high degree of accuracy. In turn, these intentions, in combination with

perceived behavioural control, can account for a considerable proportion of variance in behaviour”.

It means that individuals will stimulate their entrepreneurial readiness or potential if they accept as true that they have the ability; there are environmental possibilities and there is social support (Kirby, 2006). From the foregoing the theory of planned behaviour (TPB) postulates three conceptually independent determinants of intention. These determinants of intention include attitude toward the behaviour, social norm, and perceived behavioural control. As a general rule, the more favourable the attitude and Social norm with respect to behaviour, and the greater the perceived behavioural control, the stronger should be an individual’s intention to perform the behavior under consideration (Ajzen, 1991). Below is the brief discussion these three determinants:

2.8.1 Attitudes towards Entrepreneurial Intentions

The first determinant in TPB is the attitude toward the behaviour and refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question. In general, the more favorable the attitude toward the behaviour, then the stronger will be an individual’s intention to perform the behaviour (Ajzen, 1991).

In the context of this study, it means that the more favorable (positive) the attitudes of the LIS studentstowards entrepreneurship education the stronger will their intention will be in establishing their own information brokerage and consultancy business.

2.8.2 Social Norm

The second determinant in TPB is the Social norm. It refers to the perceived social pressure to perform or not to perform the entrepreneurial behaviour. Normative beliefs are concerned with the likelihood that important individuals or groups approve or disapprove of performing a given behaviour (Ajzen, 1991).This means that there is the likelihood that the approval or other wise of important individuals such as friends and family members close to the LIS

students will influence their attitudes towards entrepreneurship. That is to say if their friends discourage them on setting up businesses after graduation they would tend to have a negative attitude towards information brokerage.

2.8.3 Perceived Behavioural Control

The third determinant in TPB is the degree of perceived behavioural control which refers to the perceived ease or difficulty of performing the behaviour and it is assumed to reflect past experience as well as anticipated impediments and obstacles (Ajzen, 1991).

The perceived behavioural control means that the level of the students past experience on starting a business or business transaction will determine how they will accept to start a business after graduation. Meaning that, it will be difficult for them to set up information brokerage and consultancy business if they had experienced some obstacles that led to the failure of the business they started in the past. Likewise, if they have had a good experience in business they readily accept to start a business after graduation in case of lack of a job.

2.8.4 Review of Literature on the Applications of Ajzen's Theory of Planned Behaviour to Predict Entrepreneurship Intention or Readiness among Students

Early researchers in the area of entrepreneurial intent, such as Ajzen (1991), note: "personal evaluation of a behaviour (attitude), socially expected mode of conduct (Social norm), and self-efficacy with respect to the behaviour (perceived behavioural control) are very different concepts each of which has an important place in social and behavioural research". He asserts that people's attitudes can result into certain behaviour. One's intention towards entrepreneurship can be considered as the primary predictor to becoming an entrepreneur. Wang (2010) tested the theory of planned behaviour (TPB) to predict entrepreneurial intention in 12 countries representing all ten of the global regional cluster as identified in the GLOBE project. A total of 1748 usable questionnaires were collected from university business students in 12 countries (Bangladesh, China, Costa Rica, Egypt, Finland, France,

Germany, Ghana, Russia, Spain, Sweden and USA). The results suggest that Ajzen's model of TPB significantly predicted entrepreneurial intention in each of the studied country. However one element of the model, social norms, was found to be a significant predictor of entrepreneurial intent in each country (In Costa Rica, it alone accounted for 40% of the variance in entrepreneurial intent).

Krueger, Reilly and Carsrud (2000) conducted a study on American students facing career decisions. They found that intentions models offered strong statistical support for predicting entrepreneurial behaviour. Similarly, Krueger (1993; cited in Basu and Virick,2008)), note that individuals' attitude toward entrepreneurship are determined by external factors like previous experience and education. These researchers have used Ajzen's theory of planned behaviour (TPB) on business students and found that the model was significant and could be served as a valuable tool for understanding entrepreneurial intentions.

2.8.5 Review of Literature on the General Applications of Ajzen's Theory of Planned Behaviour

The theory of planned behaviour has received significant research support from different contexts (Shen, 2013). For instance, Ajzen and Gilbert (2011) carried out four studies to examine the linkages between knowledge and the prediction of behaviour. The study was based on the assumption that being well informed was a prerequisite for effective action to produce desired outcomes. The results revealed that attitudes, Social norms and perceptions of control were found to predict intentions; and these intentions were generally good predictors of the corresponding behaviors.

Ma'ruf, Mohammad and Ramayah (2005) studied the two models for predicting intention to purchase via the Internet in three Asian countries (Malaysia, Indonesia and Singapore). The behavioural intention to purchase via the Internet was examined as a function of attitude towards purchase, perceived usefulness, and perceived ease of use of Technology Acceptance

Model (TAM) and Theory of planned behaviour (TPB). Results indicated that both models have significantly influenced the behavioural intention to purchase. The TPB however, was better than TAM, in explaining behavioural intention to purchase. A Further study they conducted found social norm as a significant determinant towards behavioural intention to purchase.

The application of the Ajzen's theory of planned behaviour has been studied in Arab context. For example, Samak (2006) carried out a study on Jordanian teachers to examine the relationship between attitudes and behaviour posed by Ajzen's theory of planned behaviour.

The study showed that Jordanian teachers have positive attitudes towards ICT. This study has also found that there was significant relationship between attitudes and access to ICT. Farah and Newman (2010) applied the Ajzen's theory of planned behaviour to investigate whether the variables of the TPB model, personal attitude, social norm and perceived behavioural control, help predict consumers' boycott intention. The study was carried out in Lebanon with the sample of 500 consumers. Results showed that attitude; Social norms and perceived behavioural control were all significant predictors of intentions in both communities with attitudinal component carrying the most weight.

Baker, Al-Gahtani and Hubona (2007) investigated the effects of gender age and education on new technology implementation in Saudi Arabia using the Theory of Planned Behaviour (TPB). The data for this study was collected through surveys, involving 1088 questionnaires that were completed by Saudi knowledge workers. Among the respondents 79% were men and 21% were women. The results showed that attitude toward technology, social norm, and perceived behavioral control are all found to be significant positive determinants of the intention to use technology within this cultural group.

Review of the literature has demonstrated strong empirical support for TPB, explaining influence of attitude, social norms and perceived behavioral control on behavioural intentions

in both individual and organizational settings. Therefore, it is expected that the TPB model would provide significant explanation for entrepreneurial attitude and readiness among the LIS students in North Eastern Nigeria Universities.

2.9 Conceptual Framework

In this study, a number of published literature were examined and analyzed. From the analysis of the existing literature several factors which remained eminent on the attitude and readiness of LIS students towards entrepreneurship were identified, depicted and described in relation to the theory of planned behaviour adopted in this study. For example in the three determinants of attitude and readiness of the students towards entrepreneurship ,the issues of the teaching methods adopted in teaching entrepreneurship; funding or grants by government to intending information brokers , use of ICTs in doing business, were not taken care of as necessary requirement for motivating the students towards cultivating a positive attitude on entrepreneurship education. Considering these factors will enhance the effective motivation of students on entrepreneurship as averitable tool for self employment. This is in line with the view of Nnadozie (2014) who noted that in many African countries, educational institutions are operating with limited resources (funds) and lack of loan facilities where applicants would access after graduation will make effective entrepreneurship development among others difficult. Shang and Gumwan (2008) said that the methods of teaching every subject play a pivotal role in changing the attitude and efficiency of their practitioners.

Information and Communication Technologies (ICTs) which is described as the range of technologies for gathering, storing, retrieving, processing, analyzing and transmitting information, have progressively boosted business information sharing. The advances in Information and communication Technologies (ICTs) and the emergence of the Internet have revolutionalised business activities, enabling new ways of conducting business (Zwass, 2003).Based on this, it is obvious that if the use of ICTs can be adopted in the training of

students to be entrepreneurs, it will in no small measure enhance the access and use of business information.

This conceptual framework or model can be shown in a diagram as follows:

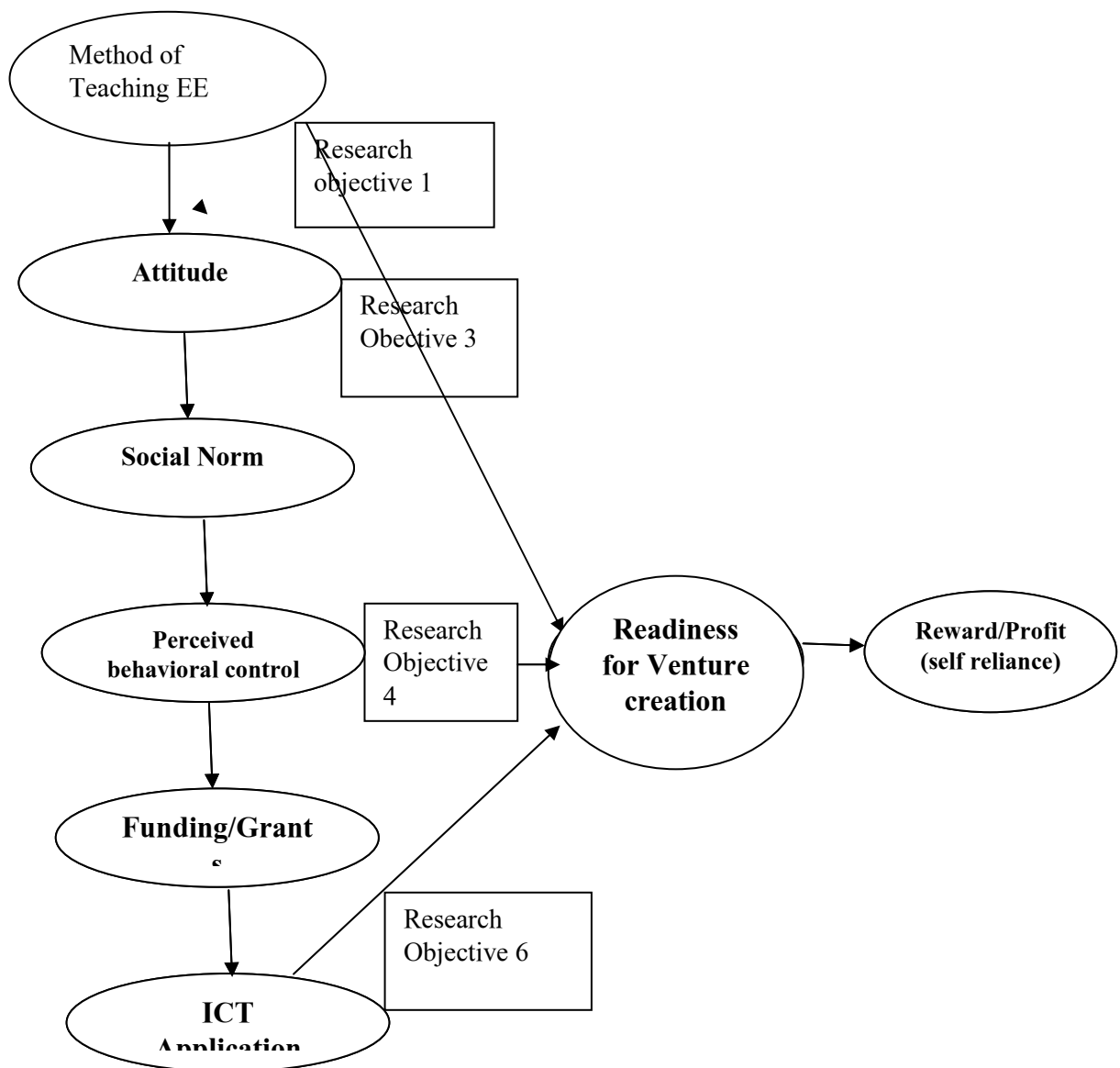


Figure 2: Conceptual Framework

Consequently, the researcher proposes a conceptual framework in which these factors identified from the literature could be considered in line with the theoretical assumption of the theory of planned

behaviour. These factors if considered holistically will provide effective entrepreneurship education. Hence, the proposed framework will guide the researcher to carry out the study which will explore the applicability of the theory of planned behaviour in Nigerian institutions of learning environment in general and with particular reference to library schools in North- Eastern States of Nigeria.

2.9.1 Summary of the Review and Uniqueness of the Study

Literature reviewed shows that most of the scholars indicated that the introduction of entrepreneurship education represents a major paradigm change in the packaging and delivery of education across all levels of scholarship and that entrepreneurship education is a practical response to rising unemployment among products of different educational institutions. Sustained emphasis on entrepreneurship education has expanded this area of learning and positively impacted on the contemporary global economy. Its rationale or justification is underscored by the series of curriculum innovations engineered, in recent years, to expand the content of the course and integrate it further into the mainstream of the educational system. The broad target is that, at the completion of the academic programme, the graduate would have imbibed adequate skills and knowledge to establish and operate a business of any scale successfully thereby reversing the rising level of youth unemployment. This, partly, explains why entrepreneurship education has not only been adopted in Nigeria but has been implemented across all levels of the nation's education sector. The scope of entrepreneurship education curriculum is quite extensive including specific topics on business plan, fund generation/management, survival strategies, product marketing, communication skills and succession planning. Despite its relevance, the implementation of entrepreneurship education is constrained by several challenges. Prominent among these challenges are logistical problems, inadequate funding and near-absence of relevant teaching and learning facilities. Notwithstanding these challenges, entrepreneurship education still has bright prospects in Nigeria and elsewhere.

This section also seeks to highlight and summarize some literature available to the researcher on entrepreneurship. This was considered pertinent so that a gap between studies conducted on entrepreneurship by other scholars and the present research works will be established.

Igbeka (2008) in her book titled *Entrepreneurship in Library and Information Services* indicated that it was published in order to enable graduates with a degree in library science to be self-reliant. It also explains and describes in general terms the various duties librarians can perform as information professionals and the procedures for carrying out some of the duties.

Chukwu and Igwe (2012) in their study titled *Reducing Graduates and Unemployment through Entrepreneurship Development: A Nigerian Experience* asserted that the work was aimed at determining how entrepreneurship development can reduce graduate unemployment in Nigeria and to ascertain why government and non-governmental (NGOs) attempts at curbing graduate unemployment in Nigeria had failed. The study uses creativity and technological innovation theory and elastic model as its major theoretical framework. Issa, Mbashir and Saka (2012) in their work, *Entrepreneurship Education: The Imperative for Teaching Information Business to Nigerian Library School Students* averred that the publication is geared towards entrepreneurship education as an imperative for teaching information business among students, while Bitaji and Garba (2011) in their paper *Preparing for Retirement and Living a Normal Life Thereafter by Librarians and Information Professionals in Nigeria* highlighted some strategies to follow in order to venture into entrepreneurship in library and information science instead of living idle after retirement, that is, it prepares librarians ahead of their retirement period. Ibrahim (2011) in his paper *Entrepreneurship Education in Librarianship: A Panacea for Self-Employment* emphasized on improving entrepreneurship education in library schools so that it will serve as a tool for self employment among graduate librarians. Other studies by Bridget (2011), Lemu (2011), Bappah (2011) centred on entrepreneurship education and method or restructuring university

curriculum towards entrepreneurship training in order to develop in the undergraduates the mindset and courage to be self-reliant after graduating .From the foregoing the above studies indicated that most of the research work done on entrepreneurship centred around general entrepreneurship studies in universities in South and North Western Nigeria and virtually all of them are general in perspective while the present research emphasized on determining the level of attitude and readiness of LIS students on entrepreneurship education in Library and information science departments in North Eastern Nigeria.

The uniqueness of the study lies in the fact that, most of the previous studies especially those reviewed on determining the readiness or intentions of individuals about a certain behaviour concentrated on the developed countries with little or no attention given to African countries especially Nigeria. This is why the researcher considered finding out the attitude and readiness of LIS students towards entrepreneurship education in Library and information science Schools in North Eastern Nigerian.

REFERENCES

- Agoha, G. (2011). Skill Acquisition and Entrepreneurship Education: The Basic Requirement for Secretarial Business Education Students. *ABEN Book of Readings, 1 (11), 117-121.*
- Akpomi, M.E. (2009). Achieving Millennium Development Goals (MDGs) through Teaching Entrepreneurship Education in Nigeria Higher Education Institutions (HEIs). *Eur. J. Soc. Sci. 8 (1), 154-157.*
- Anyaogu, R.O. (2009). Managing entrepreneurship education at tertiary level: A panacea to unemployment. *Africa Journal of Educational Research and Development, 3 (2), 99-107.*
- Ayinde, A.T. (2010). Agricultural education and entrepreneurship education. *Bichi Journal of Education, 10 (2).*
- Barrow, R. and Milburn G. (2005). *Critical dictionary of Education Concepts: an Appraisal of Selected Ideas and Issues in Educational Theory and Practice.* Britain: Wheat sheaf Books, pp 1053.
- Bassey, U. U. & Archibong, I. A. (2005). Assuring quality graduate output through entrepreneurial oriented education in Nigerian universities. *Nigerian Journal of Curriculum Studies, 12(3), 18-23.*
- Bello, S.O and Abdullahi, L.U (2015) Information Brokerage and Consultancy in Nigeria. conference paper presented at University of Uyo, Akwa Ibom on 11th-14th May.
- Bennett, R. (2006). Business lecturers' perceptions of the nature of entrepreneurship. *International Journal of Entrepreneurial Behavior & Research, 12, 165-1884.*
- Bridge, S., Carrier, C. (2007). Strategies for Teaching Entrepreneurship: What else beyond lectures, case studies and business plan? In Fayolle, A. (ed), *Handbook of Research in Entrepreneurship Education.* 1 (pp. 143-159). Chetelham (UK): Edward Elgar Publishing.

- Cambridge Advance Learners Dictionary (2005). Cambridge: Cambridge University PP 1057.
- Chang, J., & Rieple, A. (2013). Assessing students' entrepreneurial skills development in live projects. *Journal of Small Business and Enterprise Development*, 20, 225–241
- Corbett, A. (2005). Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship: Theory and Practice*, 29, 473–491.
- Dabbagh, N., & Menascé, D. (2006). Student perceptions of engineering entrepreneurship: An exploratory study. *Journal of Engineering Education*, 95, 153–164.
- Dike, E. (2009). Vocational Education: Missing link in Nigeria's Development Policy. <http://www.nigeriavillage-square.com/articles/victor-dike/vocational>.
- Etor, R., et al (2009). Higher education and youth preparation for entrepreneurship: A focus on functional education. *Journal of Education Review*, 2 (3), 313 - 318.
- Fayolle, A. (2007). Essay on the Nature of Entrepreneurship Education. Available: http://www.kmu.unisg.ch/rencontres/RENC2006/Topics06/A/Rencontres_2006_Fayolle.pdf.
- Fayolle, A. (2013). Personal views on the future of entrepreneurship education. *Entrepreneurship and Regional Development*, 25, 692–701.
- Fayolle, A., & Gailly, B. (2008). From craft to science. *Journal of European Industrial Training*, 32, 569–593.
- Fayolle, A., & Gailly, B. (2013). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 51, 315–328
- Fayolle, A., Gailly, B. (2008). From craft to science: Teaching models and learning Processes in Entrepreneurship
- Hannon, P. (2006). Teaching pigeons to dance: Sense and meaning in entrepreneurship education. *Education and Training*, 48, 296–308.
- Harmeling, S., & Sarasvathy, S. (2013). When contingency is a resource: Educating entrepreneurs in the Balkans, the Bronx, and beyond. *Entrepreneurship: Theory and Practice*, 37, 713–744.

- Hegarty, C., & Porter, S. (2010). Rediscovering enterprise: Developing appropriate university entrepreneurship education. *Education and Training*, 52, 722–734
- Heinonen, J., & Poikkijoki, S. (2006). An entrepreneurial-directed approach to entrepreneurship education: Mission impossible? *Journal of Management Development*, 25, 80–94
- Hindle, K. (2007). Teaching Entrepreneurship at the university: from the wrong building to the right philosophy .
- Hogg, M., & Vaughan, G. (2005). *Social Psychology (4th edition)*. London: Prentice-Hall. Horden
- Ifedili., C. J., & Ofoegbu, F. (2011). Managing entrepreneurship education in Nigerian universities. *European Journal of Educational Studies*, 3 (1), 101-108.
- Igbeka, J. U (2008) Entrepreneurship in Library and Information Services. *Ibadan Stirling Information Sciences* 7(1 & 2) 41-51.
- Issa, O.A, M'bashir L.A and saka, T.H (2012) Entrepreneurship Education: The Imperative of Teaching Information Business to Nigerian Library and School Students. *Nigerian Libraries, Journal of the Nigerian library association*, 45(2) P. 8-19.
- Jones, C., & Matlay, H. (2011). Understanding the heterogeneity of entrepreneurship education: Going beyond Gartner. *Education and Training*, 53, 692–703
- Kent, C. A. (2006). Entrepreneurship education at the colligate level: A synopsis and evaluation. In: C. A. Kent (Ed.), *Entrepreneurship education*. New York: Quorum Books.
- Kiadese, A. and Adetayo, J.O. (2007). Teachers' Perception of the Relevance of Entrepreneurship Education in Vocational Education. *Journal of Applied Education and Vocational Research*, 2, (3), 146-153.
- Klapper, R., & Tegtmeier, S. (2010). Innovating entrepreneurial pedagogy: Examples from France and Germany. *Journal of Small Business and Enterprise Development*, 17, 552–568.
- Kuratko, D. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*, 29, 577–598.
- Lemu, A.A (2011) Restructuring Library and Information Science Curriculum for Entrepreneurship Education: The Experience of The Department Of Library And Information Science Ahmadu Bello University.

- Ligthelm, A. (2007). Survival analysis of small informal businesses in South Africa 2007–2010. *Eurasian Business Review*, 1, 160–179.
- Liguori, E.W., Winkel, D., and Vanevenhoven, J. (2011). The impact of entrepreneurship education: Introducing the Entrepreneurial Education Project // Proceedings of the 2nd Annual ICSB Research and Policy Conference. Washington DC.
- McLeod, S. A. (2014). Attitudes and Behavior. Retrieved from www.simplypsychology.org/attitudes.
- Mwasalwiba, E. S. (2010). Entrepreneurship education: a review of its objectives, teaching methods, and impact
- Nnadozie, C. O. (2014) The concept of Entrepreneurship Education: Justification for its teaching and Learning in Library and Information Science.
- Nwafor, P. (2007). Practical Approach to Entrepreneurship: Small and Medium Scale Enterprises (SMES) Precision Publishers Limited, Enugu.
- Nwosu, B., & Ohia, A. (2009). Managing entrepreneurship education at the tertiary level in Nigeria. A panacea for graduate selfemployment. *African Journal of Education Research and Development*, 3 (2), 49-53.
- Okah, R., & Odelola, J. A (2009). Entrepreneurship education at tertiary level in Rivers State: A situational analysis. *Africa Journal or Educational Research and Development*, 3 (2), 108 - 121.
- Oluwatoyin Dorcas Alese (2014) Perception of Entrepreneurship Education in Adekunle Ajasin University: The Gender Perspective . *Journal of educational and Social Research* vol 4 No 6, sep 2014
- Pardede, E., & Lyons, J. (2012). Redesigning the assessment of an entrepreneurship course in an information technology degree program: Embedding assessment for learning practices. *IEEE Transactions on Education*, 55, 566–572.
- Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*, 25, 479–510
- Ramoglou, S. (2013). Who is a ‘non-entrepreneur’? Taking the ‘others’ of entrepreneurship seriously. *International Small Business Journal*, 31, 432–453
- Samwel Mwasalwiba, E. (2010). Entrepreneurship education: A review of its objectives, teaching methods, and impact indicators. *Education and Training*, 52, 20–47
- Sánchez, J. (2013). The impact of an entrepreneurship education program on entrepreneurial competencies and intention. *Journal of Small Business Management*, 51, 447–465.
- Shang, Y.Z and Gumwan, B.D (2008) Preparing to teach. Jos: Wais Printing press. p 10-16

- Shen, P., & Chai, L. (2006). Changing entrepreneurial perceptions and developing entrepreneurial competencies, through experience learning: Evidence from entrepreneurship education in Singapore's tertiary education institutions. *Journal of Asia Entrepreneurship and Sustainability*, 11 (2). Retrieved from <http://www.entrepreneurshipjournal.com> .
- Smith, A., & Paton, R. (2011). Delivering enterprise. *International Journal of Entrepreneurial Behavior & Research*, 17, 104–118.
- Solomon, G. (2007). An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development*, 14, 168–182.
- Teixeria and Davey (2008) in Dimitrova, M., Yovena, I., and Kamenova (2012). University
- Timmons, J.A. & Spinelli, S. (2006). *New venture creative : Entrepreneurship for the 21st Century* (5thed). Irwin: McGraw-Hill
- Tounes, A. (2006). Students Entrepreneurial Intentions in France. Paper presented at the Annual Academy of Management Conference; Atlanta, Georgia, 11 – 16 August
- Ubokwe, A. O. (2012). Skills for entrepreneurs. Retrieved from <http://skillsor-entrepreneurs.mht.education%20-%20emerging%20trends.pdf>.
- Ugwu, F.N and Ezeani, C.N (2012) Evaluation of Entrepreneurship Awareness and skills among LIS students in South-East Nigeria. *Library Philosophy and Practice* paper 836 retrieved on 9/4/2014 @ <http://digitalcommons.unl.edu/libphilprac/836>
- Vincett, P., & Farlow, S. (2008). Start-a-business: An experiment in education through entrepreneurship. *Journal of Small Business and Enterprise Development*, 15, 274–288.
- Wang, Y., & Verzat, C. (2011). Generalist or specific studies for engineering entrepreneurs? *Journal of Small Business and Enterprise Development*, 18, 366–383.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the conduct of this study. Methodology is the process or the various means or techniques or procedures used to gather and analyze data related to some research questions or hypothesis (Kripanont, 2008 in Crotty 1998). The chapter specifically deals with the research design of the study, population of the study, sampling techniques, Sample size, instrument for the data collection, method of administration of research instrument and the procedure for data analysis.

3.1 Research Design

A research design is a blue print or scheme that is used by a researcher for specific structure and strategy in investigating the relationship that exists among variables of a study as to enable him obtain required answers to the research questions (Adefila, 2008). This research uses Quantitative research methodology and survey research design was adopted for the study because of its efficacy in finding out the meaning and obtaining accurate result of the present research situation (Mohammed, 2006). Survey is a procedure in quantitative research in which a researcher administers a survey (a set of questions) to a sample or to the entire population in order to describe their attitude, opinions or behaviors. Similarly Glasow (2005) viewed it as a means for gathering information about characteristics, actions, or opinions of a large sample of the population and are easy for generalization. Therefore, since survey research design is used extensively in assessing attitudes and characteristics of a wide range of subjects, the justification for choosing survey research method was that the study aimed at

investigating the attitudes of LIS students towards entrepreneurship education in library and information science schools in North Eastern Nigeria.

The type of survey research design used for the study is the cross sectional survey research design. McNabb (2009) viewed Cross Sectional research design as a “snapshot”. It is a one-shot assessment of a sample of respondents. It provides a description of an event, or helps to define a set of attitudes, opinions, or behaviors that are or measured at a given environment. This method was chosen because of its simplicity, time saving and cost, it allows generalization to be made about the entire population. The justification for using cross-sectional survey design is that the attitudes and readiness of the LIS students will be surveyed at the point of having undertaken entrepreneurship course. All of these reasons are therefore very important to this research work, hence the researcher considered cross sectional research design appropriate for the study.

3.2 Population of the Study

A population is made up of all conceivable elements, subjects, or observations, relating to a particular phenomenon of interest to the researcher. Subjects or elements are individual items that make up population (Asika, 2004). Adams (2005) views population as “any set of persons or objects that possess at least one common characteristic.”

The population of this study comprised of all the students in the Departments of Library and Information Science in the North-Eastern universities in Nigeria. However not all the students in all levels are taking entrepreneurship courses. Therefore the target population for the study comprised the LIS students of Levels three and five for ATBU Bauchi and MAUTECH, Yola and levels three and four for University of Maiduguri. The population consisted of eight hundred and thirty (830) LIS students.

Table 3.1: Population of the Study

Library School	Location	Numbers of students by level		
		300 Level	400 Level	500 Level
ATBU	Bauchi	104	-	54
MAUTECH	Yola	191	-	123
UNIMAD	Maiduguri	185	173	-
Total	3	480	173	177

3.3 Sampling Techniques

The study will adopt Systematic Random Sampling which is a probability type of sample to select the individual research respondents from each library school. Probability selection technique is defined by Asika (2012) as the sampling methods in which the sample items or subjects are chosen randomly where every item in the population is given equal and independent chance of being included in the sample. It facilitates collection of information within shortest time. Systematic random sampling technique as observed by Best & Kahn (2007) is the basic sampling technique where subjects (a sample) for study are selected from a larger group (a population). This was done through the selection of the n th subject or item from serially listed population subjects or units. Where the n is any number usually determined by dividing the population by the required sample size, (Asika, 2012).

3.4 Sampling Size

Since it was not possible to involve the entire population of the respondents, a sample will be drawn from the overall population. A sample as observed by Thomas & Brender (2005) is a small subset of the population that is chosen for study. Castillo (2009) observed that a sample that is either too large or too small leads to getting results that lack validity. It is against this background that the researcher made effort to draw an appropriate sample size for the study. Taking into consideration the nature of the population and the sampling technique, a study sample of 50% of the total population was used as distributed proportionately among all the library schools. It consists of the selection of each 2ndth subject from the list of the research population, each individual is chosen entirely by chance, and each member of the population has an equal chance of being included in the sample. The lists of names of LIS students were collected from their level coordinators, which were arranged in alphabetical order and serial numbers assigned to them by the researcher. The researcher then, picked every second (2nd), 4th, 6, 8th until the required sample of each library school was completed and consequently, a copy of questionnaire was administered. This technique is supported by Asika(2012) who asserted that selecting of the nth subject or item (n is any number usually determined by dividing the population by the required sample size.)

Table 3.2: Sample Size of the Population

S/No	Name of library school	Total population	Sample size= 50 % of the total population
1	ATBU, Bauchi	158	79
2	MAUTECH	358	179
3	UNIMAID	314	157
Total	03	830	415

Source: Obtained from the three LIS schools

3.5 Data Collection Instrument

The instrument used in gathering data for this study was the questionnaire. A questionnaire as observed by Asika (2012) is an instrument designed for data collection, the results of which are used to answer the research questions. The use of questionnaire (primary source) by the researcher is justified because of its quick and simple manner to administer and analyze. It is further justified because it enables the researcher to reach out to many respondents at less cost. In addition, it places less pressure on the respondents for immediate response and this will make the respondents to express their opinions freely. The researcher administered four hundred and fifteen (415) copies of questionnaire to the LIS students. The questionnaire was designed using 5 points Likert Scale ranging from strongly agreed (5 points) to strongly disagreed (1 point).

The questionnaire was divided into seven (7) sections (section A-G). Section A requested information on personal data of the respondents. Section B solicited for information on the methods adopted for teaching entrepreneurship in the library schools under study. Section C solicited for answers on the relevance of entrepreneurship in preparing LIS students for information brokerage. Section D solicited for answers on the attitude of LIS students towards entrepreneurship education. While section E sought for information on the readiness of LIS students towards entrepreneurship education. Section F solicited for the opinions of respondents on the challenges of entrepreneurship education. Section G solicited for answers on the strategies identified for enhancing entrepreneurship education. Lastly, section F requested for information on challenges and solutions on effective information sharing.

3.6 Validity of Research Instrument

Validity according to Cherry (2011) ‘is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the result to be accurately applied and interpreted’. From the above definition of validity, it can deduced that validity is aimed at ensuring that the content of the research instrument tallies with the research questions thereby making the findings of a research more reliable and acceptable. The researcher, after developing the research questions submitted to the supervisor and some senior academic librarians for assessment of its content to ensure that it tallies with the research objectives. One senior academic librarian from each of the following higher institutions of learning was contacted to check and certify the validity of the research instrument: Gombe State University; Federal College of Education, Gombe; Federal College of Horticulture and Federal University, Kashere. Their corrections and observations were considered while drafting the final copy of the questionnaire.

3.7 Reliability of research Instrument

Reliability as defined by Buelow & Hinkle (2008) as “the ability of an instrument to measure something consistently and repeatedly.” From the above definition therefore, variables derived from the tested instruments are declared reliable only when they provide stable and reliable responses over a repeated administration of the test. The researcher used Cronbach’s alpha in order to measure the internal consistency of the research instrument. Research questions were tested based on the variables and ensured that the research instrument was reliable for the conduct of this research. The research instrument was however, self-

developed by the researcher with inputs by some senior librarians. The research's instrument was tested using SPSS 19.0 version from where the result below is generated:

Table 3.3: Reliability Statistics

Cronbach's Alpha	No of Items
.864	45

Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.

From Table 3.3, the result of the general items reliability test indicated the overall Cronbach's Alpha of 0.864 which is above 50%, therefore, the instrument is reliable and valid to answer the research questions. While the item-total reliability statistics is appendix III of this study.

3.8 Administration of Research Instrument

The researcher personally visited all the selected Library schools of the respondents in order to administer and collect back the questionnaires. There are distinct advantages in being able to give questionnaires to respondents personally. Some of these advantages as observed by Bell (2010) include the fact that the researcher can have the opportunity to explain the purpose of the study and in some cases the questionnaires can be completed on the spot. Also if the researcher can establish personal contact with the respondents, he is likely to get better cooperation.

3.9 Data Analysis Technique

Data collected for this study was analyzed using descriptive statistics. Descriptive statistics is a set of tools used to summarize and consolidate a given data, which can either be a {

REFERENCES

- Adefila, J. J. (2008). *Research Methodology in Bahavioural Sciences*. Ibadan: Loud Books Publishers.
- Asika, N. (2012). *Research Methodology in the Behavioural Sciences*, Lagos, Longman Nigeria Plc.
- Best, W.J. & Kahn, J.V. (2007). *Research in Education*, 9th ed. India, Prentice-Hall
- Castillo, J.J. (2009). *Experimental Research: Simple Random Sampling*. Retrieved on March 28th, 2012 from: www.experiment-resources.com
- Glasow, P.A. (2005) *Fundamental of Survey Research Methodology* Accessed on January 20th, 2015 from: www.mitre.org/
- McNabb, E. David (2009) *Research methodology for political science*, New Delhi: PHI learning
- Mishra,(2008). *Educational Research*. New Delhi, A.P.H. Publishing Corporation
- Muhammad, H. (2008). *The Questionnaire Method in Adamu Y.M., Muhammad, H & Dandago, K.I. (ed.) Readings in Social Sciences*, Kano: Bayero University, Kano, 130-135.
- McIntosh, J. (2008). *Probability Sampling Techniques*. Accessed on October 4th, 2014, Retrieved from: <http://jamiemcintosh.suite.101.com>
- Obasi, I.N. (2000). *Research Methodology in Political Science*. Ibadan; Africana- Fep. Publishers Ltd.
- Ofo, J.E. (2001). *Research Methods and Statistics in education and Social Sciences*. Lagos, JOTA
- Sambo, A.A. (2005). *Research Methods in Education: Nigeria*, Stirling-Horden Publishers Ltd.
- Suleiman, N. (2012). *The Role of Internal Audit in Achieving the Objective of Internal Control System of Federal Hospitals in Kano State*. An Unpublished M. Sc. Dissertation Submitted to the Department of Accounting, Bayero University, Kano. for the award of Master of Science (M. Sc.) Degree in Accounting.

Thomas, R.L & Brenda, R.L (2005).Research Forum- Research Sample. Accessed on October 6th, 2014, Retrieved from: <http://www.oandp.org/ipo/>

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

In this chapter the data collected are presented, analyzed and interpreted. The analysis is presented under the following sub-headings:

- 4.1 Response Rate of the Questionnaire Administered
- 4.2 Demographic Information of the Respondents
- 4.3 Methods of Teaching Entrepreneurship Education
- 4.4 Relevance of Entrepreneurship Education to LIS Students
- 4.5 Attitude of LIS Students towards Entrepreneurship Education
- 4.6 Level of Readiness of LIS Students towards Entrepreneurship Education
- 4.8 Challenges Associated with Entrepreneurship Education
- 4.9 Strategies for Enhancing Entrepreneurship Education

4.1 Response Rate

The questionnaires administered and the responses achieved are as shown in Table 4.1

Table 4.1: Response Rate

S/No	Library School	Questionnaire Administered		Questionnaire Returned		Questionnaire not Returned	
		Frequency	%	Frequency	%	Frequency	%
1	ATBU	73	17.60	70	16.86	03	0.72
2	MAUTECH	130	31.33	125	30.12	05	1.20
3	UNIMAID	212	51.08	204	49.16	08	1.92
TOTAL		415	100	399	96.14	16	3.86

Source: Field Survey, 2015.

In all, a total of four hundred and fifteen (415) copies of questionnaire were administered to the respondents of the sampled institutions. Three hundred and ninety nine (399) copies representing 96.14% were filled and found usable. Sixteen (16) copies representing 3.86% were not returned. Out of this number 70 (16.86%) were from ATBU, 125 (30.12%) were from MAUTECH; and 204 (49.16%) were from UNIMAID. Considering the percentage of

the returned questionnaire, it can be considered adequate to allow for good analysis and interpretation of the data and consequently to draw conclusions there from.

4.2 Demographic Information of the Respondents

This section shows the gender of the LIS students in the three library schools under study.

Table 4.2: Gender of the Respondents

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	297	74.4	74.4	74.4
	Female	102	25.6	25.6	100.0
	Total	399	100.0	100.0	

Source: *Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.*

Table 4.2 shows that more than half i.e, 297 (74.4%) of the respondents were male and 102 (25.6%) were female. This shows that the responses generated can be relied upon for the fact that the targeted population cut across both genders.

4.3 Method of teaching entrepreneurship

This part shows the response of the LIS students on the teaching methods adopted in their school in teaching entrepreneurship courses.

Table 4.3: Method of Teaching entrepreneurship

			School Name			Total
			ATBU	MAUTECH	UNIMAI D	
Method of Teaching	Lecture Method	Count	70	45	85	200
		% within Mode of Teaching	35.0%	22.5%	42.5%	100%
	Class & Group Discussion	Count	0	10	20	30
		% within Mode of Teaching	.0%	33.3%	66.7%	100%
	Power Point Presentation	Count	0	5	5	10
		% within Mode of Teaching	.0%	50%	50%	100%
	Part time Lecturing in the Evening	Count	0	10	10	20
		% within Mode of Teaching	.0%	50%	50%	100%
	Practical & Case Study	Count	0	20	30	50
		% within Mode of Teaching	.0%	40%	60%	100%
	Field Work Method	Count	0	5	5	10
		% within Mode of Teaching	.0%	50%	50%	100%
	Guest speakers (role model)	Count	0	3	2	5
		% within Mode of Teaching	.0%	60%	40.0%	100%
	Module Teaching	Count	0	10	20	30
		% within Mode of Teaching	.0%	33.3%	66.7%	100%
	Individual/group project	Count	0	10	20	30
		% within Mode of Teaching	.0%	33.3%	66.7%	100%
	Tutorial	Count	0	2	2	4
		% within Mode of Teaching	.0%	50%	50.0%	100%
	Observation Method	Count	0	5	5	10
		% within Mode of Teaching	.0%	50%	50%	100%
Total		Total Count	70	125	204	399
		Total % within Mode of Teaching	17.5%	31.3%	51.1%	100%

Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.

The overall result indicates that lecture method was the widely adopted teaching method in all the three universities under study with 200 respondents out of the 399 respondents indicating its adoption in their schools. Practicals and case studies followed with fifty respondents from all the three schools.

Module teaching and individual/group discussion had 30 respondents each .Part time lecture had 20 respondents indicating its adoption. The next in the hierarchy were power point presentation, field work and observation methods, each having 10 respondents’ .The last two methods (guest speaker and tutorial) were rarely used in teaching entrepreneurship.

This result is in tandem with the findings of Solomon(2007)who highlighted that the most popular teaching methods in entrepreneurship education are case studies and lectures.

4.4 Relevance of entrepreneurship education to LIS students

The Table 4.4 shows the responses of the Library and Information Science student on the relevance entrepreneurship education to LIS students.

Table 4.4: Relevance of Entrepreneurship education to LIS students

Valid	Not Relevant	29	7.26
	Moderate	37	9.27
	Relevant	100	25.06
	Very Relevant	233	58.39
	Total	399	100.0

Source:Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.

Majority of the respondents i.e,233(58.39%) indicated that entrepreneurship education was very relevant to them; 100(25.06%) respondents indicated that the entrepreneurship education is relevant. Only 37(9.27%) and 29(7.26%) respondents rated the relevance of the programme as moderate and notrelevant respectively.This result is in agreement with many other findings that supported the positive effects of entrepreneurship education on development of

entrepreneurial attitude of students (Igbeka,2008, Nnadozie,2014 ,Bello and Abdullahi,2015 and Bureau of Public Service Reform, 2009).

Table 4.5: Descriptive Statistics on the Relevance of relevance entrepreneurship education to LIS students

	N	Mean
Relevance of EE	399	3.3459
Valid N (listwise)	399	

Source: Generated by the Researcher from the Questionnaire Response 2013 Using SPSS 19.0.

The above descriptive statistics shows that the entrepreneurship program was relevant to the LIS students because the mean value of all the responses was above the cut-off point of 3.0.

4.5 Attitude of LIS Students towards Entrepreneurship Education

This section presents, analyzes and interpret the responses obtained on the level of LIS students attitude towards entrepreneurship education in the library schools under study.

Table 4.6: Descriptive Statistics on the Attitude of LIS Students towards Entrepreneurship Education

S/ N o	Items	SA/A%		SD/D %		UD %		Total %		Mean
1	I like Entrepreneurship courses more than other subjects	362	90.73	27	6.77	10	2.51	399	100	4.17
2	I would like to be an entrepreneur (Infopreneur) after completing this course	335	83.96	13	3.26	51	12.78	399	100	4.18
3	I would like to have entrepreneurship lessons more often	317	79.45	49	12.28	33	8.27	399	100	3.90
4	The way entrepreneurship is taught to students motivates me towards venture creation	310	77.69	64	16.04	25	6.27	399	100	3.85
5	I like the practical courses because it encourages me the more	261	65.41	99	24.81	39	9.77	399	100	3.58
6	Entrepreneurship Education helps me to develop my innovative skills that's why I don't want to miss classes	255	63.91	88	22.06	56	14.04	399	100	3.57
7	A career as entrepreneur is attractive for me because it will make me self reliant	285	71.43	76	19.05	38	9.52	399	100	3.81
8	I would like to make a significant contribution to the Community by developing a successful business.	281	70.43	88	22.06	30	7.52	399	100	3.76
9	I desperately want to work for myself that's why I like entrepreneurship courses.	268	67.17	102	25.56	29	7.27	399	100	3.65
10	I like entrepreneurship knowledge because I considered self-employment highly desirable.	277	69.42	87	21.80	35	8.77	399	100	3.68
11	I always have personal satisfaction with self-employment.	270	67.67	92	23.06	37	9.27	399	100	3.66
12	I hate entrepreneurship lessons	37	9.27	283	70.93	37	9.27	399	100	3.69
13	I dislike Entrepreneurship education because is strange for me	20	5.01	277	69.42	102	25.56	399	100	3.65
14	I dislike Business knowledge because it is not necessary for my future career in Library and Information Science	34	8.52	282	70.68	83	20.80	399	100	3.76
15	Never thought of entrepreneurship as a career choice	24	6.02	288	72.18	88	22.06	399	100	3.76
16	I have difficulties in understanding what we have learnt in Entrepreneurship class because of overcrowd	34	8.52	284	71.18	81	20.30	399	100	3.68
17	Entrepreneurship Education is not important in comparison with other courses in my field of study	50	12.53	268	67.17	81	20.30	399	100	3.62
18	The state of the facilities for practical entrepreneurship in my school discourages me from attending classes	26	6.52	294	73.68	79	19.80	399	100	3.75
19	Won't start a business because it is too risky and I am afraid of failing.	30	7.52	298	74.69	71	17.79	399	100	3.84
20	I dislike being an entrepreneur; prefer to work in a big organization rather than a small firm	72	18.05	269	67.42	58	14.54	399	100	3.66

Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.

In testing this, twenty questions were developed (question 1-11 are positive questions while number 12-20 are negative questions). The Mean responses signify that the first eleven out of 20 responses were in total agreement with the attitudinal statement. In other words the mean scores of 4.18, 4.17, 3.90, 3.85, 3.81, 3.76, 3.68, 3.66, 3.65, 3.58, 3.57, all stand above cut-off value mean of 3.00. This indicates that the students had a favourable or positive

attitudetowards entrepreneurship education in the library schools under study. While the LIS students disagreed with the nine (12-20) negative attitudinal statements towards entrepreneurship education.

The high rate of responses on the attitude of the LIS students towards entrepreneurship corroborates with the findings of aStudy by Fayolle et al. (2006) and Hannon et al, (2006)who found thatentrepreneurship education had a strong and measurable impact on the entrepreneurial attitudes of studentsand entrepreneurship education’s long term results include change in attitude.

4.6Readiness of LIS Students forEntrepreneurship Education

This section presents, analyzes and interpret the responses obtained on the readiness of LIS students for entrepreneurship education.

Table 4.7: Descriptive Statistics on the Readiness of LIS Students towards Entrepreneurship

Items	SA/A%		SD/D %		UD %		Total %		Mean
Entrepreneurship Education has impact on my intention to become an entrepreneur	350	87.72	24	6.02	25	6.27	399	100	4.04
The entrepreneurship skills acquired is adequate to prepare me venture creation in LIS	341	85.46	31	7.77	27	6.77	399	100	4.04
I have a plan for opening a new venture after the entrepreneurship course	339	84.96	40	10.03	20	5.01	399	100	3.92
My interest towards entrepreneurship has been raised after taking the course(s)	338	84.71	36	9.02	25	6.27	399	100	3.90
Owning my business is very appealing & important to me	314	78.70	47	11.78	38	9.52	399	100	3.79
I cannot imagine working for someone else.	397	99.50	2	0.50	0	0.00	399	100	4.48

Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.

The result indicates that all the six items on the students readiness to start a business were agreed uponwith thesixth item (I cannot imagine working for someone else), having the highest mean of 4.48; Entrepreneurship Education has impact on my intention to become an entrepreneur and entrepreneurship skills acquired is adequate to raise LIS students curiosity for venture creation followed with both having mean scores of 4.04. I have a plan for opening

a new venture after the entrepreneurship course is fourth with a mean value of 3.92; My interest towards entrepreneurship has been raised after taking the course(s) and owning my business is very appealing and important to me were the last two with the mean of 3.90 and 3.79 respectively. The responses show that the LIS students are interested ready to start a business after the course because all the means are above the cut off mean of 3.0 .

Accordingly, this conforms with the assertion of Lemu (2011) who asserts that information professionals and undergraduates need to be competent to achieve results in service delivery and to be entrepreneurs. A library and information science undergraduate is expected to acquire competencies in marketing, promotion, negotiation, and persuasion in order to serve their users better either in an institutional library or as an information broker.

4.8 Challenges Associated with Entrepreneurship Education

This section presents, analyzes and interprets the responses obtained on the challenges associated with entrepreneurship education.

Table 4.8: Descriptive Statistics on the challenges associated with Entrepreneurship education

Items	SA/A%		SD/D %		UD %		Total %		Mean
Inadequate funding of the education sector	381	95.49	12	3.01	6	1.50	399	100	4.38
Shortage of competent resource persons to teach entrepreneurial studies in various educational institutions.	256	64.16	104	26.07	39	9.77	399	100	3.55
Lack of laboratories , training materials and scarcity of relevant textbooks were operational problems affecting effective teaching of entrepreneurial studies	260	65.16	107	26.82	32	8.02	399	100	3.57
Necessary tools /facilities for practical sessions are lacking	282	70.68	85	21.30	32	8.02	399	100	3.72
Housing of the course under school of general studies of various tertiary educational institutions	389	97.49	8	2.01	2	0.50	399	100	4.38
Lessons are usually too general and not specific to the peculiarities of individual disciplines.	371	92.98	22	5.51	6	1.50	399	100	4.33
The periods allotted to entrepreneurship education courses in the time table is normally insufficient.	392	98.25	6	1.50	1	0.25	399	100	4.49

Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.

The Mean responses shown on the Table 4.17 signifies that all the responses are towards total agreement with the identified challenges associated with entrepreneurship education as identified by Etor, et al, 2009, Nnadozie, 2014, Nwangwu, 2009, and Ifedili, 2009). In other words the mean scores of 4.49, 4.38, 4.33, 3.72, 3.57, 3.55 all stand above cut-off value mean of 3.00 and this indicates a high score on the challenges associated with entrepreneurship education

4.9 Strategies for Enhancing Entrepreneurship Education

Table 4.9: Descriptive Statistics on the Strategies for Enhancing Entrepreneurship Education

Items	SA/A%		SD/D %		UD %		Total %		Mean
Provision of better logistical support for entrepreneurship	361	90.48	30	7.52	8	2.01	399	100	4.34
Increased support for entrepreneurship education by strategic stakeholders.	395	99.00	2	0.50	2	0.50	399	100	4.45
Improving the quality of teaching methods of entrepreneurship courses	379	94.99	16	4.01	4	1.00	399	100	4.50
Periodic review of the entrepreneurship education curriculum.	385	96.49	8	2.01	6	1.50	399	100	4.46
Organizing conferences and workshops on entrepreneurship activities to improve the competence of the students.	346	86.72	38	9.52	15	3.76	399	100	4.02
Proactive measures should be taken to arouse and retain the interest of students in entrepreneurship studies	350	87.72	29	7.27	20	5.01	399	100	3.96
Attendance to lectures and participation in class activities should be made mandatory	359	89.97	23	5.76	17	4.26	399	100	4.00
improved funding for entrepreneurship education program	362	90.73	20	5.01	17	4.26	399	100	4.22
Effort should be made to provide regular training for those presently handling entrepreneurship courses.	324	81.20	48	12.03	27	6.77	399	100	3.83

Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.

It could be deduced from Table 4.18 that the strategies for enhancing entrepreneurship education in the Library schools under study in a descending order of response, that the

highest mean is Improving the quality of teaching methods of entrepreneurship courses, with the mean of 4.50 ; followed by Periodic review of the entrepreneurship education curriculum with a mean of 4.46 . Increased support for entrepreneurship education by strategic stakeholders follows with the mean of 4.45. Provision of better logistical support for entrepreneurship with the mean of 4.34.

Improved funding for entrepreneurship education programme with the mean of 4.22.sixth is organizing conferences and workshops on entrepreneurship activities to promote the competence of students with the mean of 4.02. The next item which is the seventh mean was Attendance to lectures and participation in class activities should be made mandatory. While proactive measures should be taken to arouse and retain the interest of students in entrepreneurship studies and effort to provide regular training for those presently handling entrepreneurship courses’’ with the means of 3.96 and 3.83 respectively were the last two.

It is worth noting that the respondents all agreed with the identified strategies for improving entrepreneurship education the library schools under study. This is obvious clear because all the mean values on the strategies are above the cut-off point of 3.0

Discussion of Findings

Demographic Variables

The study examined the response rate and gender of the respondents; the result revealed that out of the 399 respondents,70 were from ATBU;125 from MAUTECH and 204 from UNIMAID. Gender wise, 297 were male while 102 were female.

Methods of Teaching Entrepreneurship Education,

Findings made on this research question revealed that most of the respondents agreed that the most adopted teaching methods in teaching entrepreneurship courses in their schools were the Lecture method and case study. This indicates the inclination of the teachers to the traditional methods of teaching.

Attitude of LIS Students towards Entrepreneurship Education

Findings made on this research question shows that all the positive attitudinal questions were agreed upon, while the negative questions were not agreed upon by the LIS students in the library schools under study. This shows positive attitudes of the students towards entrepreneurship.

Readiness of LIS students towards Entrepreneurship Education

The students indicated total agreement on all the six items on their readiness to start a business after the entrepreneurship courses. The mean value of all the items were above the cut-off value of 3.0 and therefore considered reliable for generalizations.

Challenges Associated with Entrepreneurship Education

Findings on the identified challenges associated with entrepreneurship education revealed that all the respondents agreed with the identified challenges. In other words the mean scores of 4.49, 4.38, 4.33, 3.72, 3.57, 3.55 all stood above cut-off value mean of 3.00 and this indicates a high score on the respondents agreement with the challenges associated with entrepreneurship education in the LIS schools under study.

Strategies for Enhancing Entrepreneurship Education

The respondents agreed with the identified strategies for improving entrepreneurship education in the library schools under study. In other words all the mean values on the strategies were above the cut-off point of 3.0. It is concluded that they agreed that the identified strategies would enhance entrepreneurship education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The purpose of this final chapter is to summarize the findings of the study, draw conclusion; make recommendation and to make suggestions for further research especially on the attitude and readiness of Library and Information science students towards entrepreneurship education among the Library schools in North -east.

5.1 Summary of the Study

This work is organized into five chapters. Chapter one covers the general background and overview of entrepreneurship education. The chapter went further to state the research problem, the objectives and research questions that were raised based on the objectives of the study. The study was aimed at investigating the attitude and readiness of Library and Information Science Students towards Entrepreneurship Education in Library and Information science schools in North –eastern Nigeria. Finally the chapter includes the significance of the study, scope as well as the limitation of the study.

Chapter two presents a review of relevant literature on the area of investigation. Issues on which literature were reviewed include: The concepts and significance of entrepreneurship; Methods of teaching entrepreneurship education; Relevance of entrepreneurship education to LIS students, attitude of LIS students towards entrepreneurship education; readiness of LIS students towards entrepreneurship education; Challenges associated with entrepreneurship education and Strategies for enhancing entrepreneurship education

The theoretical assumption used in guiding the study was the theory of planned behaviour. The theory of planned behaviour was proposed by Icek Ajzen in 1985 in his article "From intentions to actions: A theory of planned behavior." In addition, studies previously carried out using the theory were also highlighted.

Chapter three of this study explained that the study employed a survey research design and collected data through questionnaire from three universities that made up the population of the study. The collected data was analyzed using descriptive statistics.

Chapter four was on the presentation and discussion of results. In discussing the results, tables were used in presenting the data collected. It has been established in the chapter that out of the four hundred and fifteen (415) copies of questionnaire distributed, three hundred and ninety nine (399) were filled and returned; while the remaining sixteen (16) were not filled and returned. This represented response rate of 96.14%.

5.2 Summary of Major Findings

Based on the presentation, analysis and discussion of results generated from the sampled population of the study, the summary of the major findings are outlined below:

- i) The students indicated that the methods of teaching entrepreneurship courses mostly adopted were traditional methods with lecture method and case featuring prominently in all the methods used in the school.
- ii) The students agreed that entrepreneurship education is relevant in preparing them for venture creation..
- iii) The LIS students in the Library Schools under study had positive attitudes towards entrepreneurship education.
- iv) The students indicated their readiness to start a business after the entrepreneurship courses.
- v) The identified challenges were agreed upon as hindrance to entrepreneurship education.
- vi) The identified strategies for enhancing entrepreneurship education could solve to some extent the challenges identified.

5.3 Conclusion

From the findings of the study it was concluded that entrepreneurship education is very relevant as it is the bedrock of any economic development and employment generation globally. LIS students can go into business (information brokerage) after graduation to earn a living, be self-reliant and even employ many others. It is also concluded that most of the students have a positive attitude towards entrepreneurship education and are aware that there are many entrepreneurship opportunities in LIS and the need for the curriculum of LIS schools to include courses on information business, unlike the present practice of teaching entrepreneurship and development as a general studies course in the school of general studies. The challenges associated with the acquisition of entrepreneurship skills can be attributed to poor funding and lack of commitment by the government towards solving youth unemployment.

5.4 Recommendations

In line with the findings of the study and conclusions drawn therefrom, the following recommendations are made:

- (a) There should be improvement on methods of teaching to include modern methods through funding of entrepreneurship education programme. This should be achieved, firstly, through an envisaged increase in government's budgetary allocation to education in general and entrepreneurship studies in particular. Other anticipated sources of funds for entrepreneurship education should include cash donations, research grants for entrepreneurial studies by international agencies/bodies and financial assistance from the organized private sector (OPS).
- (b) Deliberate steps should be taken to improve the quality of teaching of entrepreneurship courses. For instance, in the Library and Information Science profession in Nigeria, through the Nigeria Library Association (NLA) and

Librarians' Registration Council of Nigeria (LRCN) should see the need to organize joint or separate conferences and workshops on entrepreneurship activities to improve the competence of undergraduates and practicing librarians on this rapidly expanding area of scholarship (entrepreneurship in Librarianship).

(c) There should be periodic review of the entrepreneurship education curriculum at different levels of education. The exercise will provide the opportunity to effect changes in what is presently taught or learned in respect of entrepreneurship education. The curriculum should be made to be more responsive to the needs of different departments.

(d) More resource persons should be recruited by academic institutions to address the current acute shortage of core entrepreneurship teachers. There should be concerted effort to provide regular training for those presently handling entrepreneurship courses. This exposure will enrich the knowledge of these teachers and enhance their competence.

It is also recommended that the few vocational and technical teachers produced should be employed. The scholarship scheme for business education in the Universities should be reintroduced and sustained to encourage the business education students. The three tiers of government should make fund (in form of loan) available to encourage entrepreneurs in their business.

(e) Pro-active measures should be taken to change the attitude of the students and retain the interest of students in entrepreneurial studies and attendance to lectures and participation in class activities should be made mandatory. The present culture of group or joint projects should be discarded and replaced with individualized assignments.

5.5 Research implications

This study has several implications. These implications will be discussed as :

- Theoretical implication and
- Practical Implications

On a theoretical level, they add to our knowledge of relative importance of various factors that would influence the attitude of the students towards entrepreneurship education (Personal attitude, social norms and perceived behavioural control, method of teaching, Application of ICT and Funding) in this study.

On the practical or applied level, the results provide information that the library and Information science students will act positively towards engaging in information brokerage and consultancy after graduation when they undertake entrepreneurship courses. The main implications of this work involve new perspectives to design educational activities where both the teaching methods and teaching facilities will be put into consideration.

It is hoped that the findings of the research would contribute to the growing body of knowledge on entrepreneurship in the Nigerian context, especially with regard to its attitudinal dimension. It is also hoped that researchers on entrepreneurship would benefit from this study, directly or indirectly, in terms of the research approach and the applicability of results, among others.

5.6 Areas for Further Research

In addition, given the extant literature on the effect of gender on nascent entrepreneurship (Brooksbank and Jones-Evans, 2006) a study that would sought to reveal any differences between male and female students is pertinent here. This study concentrates on attitudes towards entrepreneurship. On the other hand there is also considerable literature on the effect of age and entrepreneurial readiness. This finding is consistent with the findings of Jones et al. (2008) and (Fayolle et al., 2006). Who recognised that younger individuals and particular

Poland place a high social value on becoming entrepreneurs. For the purposes of this study it was not possible to examine this issue in the Nigerian context and the reasons behind this preference, were outside the scope of this study and further work is required to discover the extent to which this assumption would be linked to the attitude and readiness of LIS students in North eastern Nigeria or Nigeria. Further work (research) is also required to also examine how these factors contribute to the entrepreneurial attitude and readiness of LIS students. In particular, follow up work is needed to explore the extent to which these two factors can positively influence the students.

BIBLIOGRAPHY

- Adefila, J. J. (2008). *Research Methodology in Behavioural Sciences*. Ibadan: Loud Books Publishers.
- Adetayo, Janet Oyebola(2014) An Investigation of the Level of Entrepreneurial Aspiration among Students in a Nigerian University. *Research on Humanities and social science* vol. 4, No 11. 'Administration and Management 14 Issue 8 .
- Adnan Iqbal ,Yahya Melhem and Husam Kokash (2014) Readiness OF the University Students Towards Entrepreneurship in Saudi Private University: An Exploratory Study . *European scientific Journal* ,july edition 8(15)
- Afolabi, M (1998). *Career Opportunities for Library and Information Science Professionals in Africa*Advances in entrepreneurship, firm emergence, and growth. Greenwich, Connecticut: JAI Press,
- Aganga,O.(2009) Quoting data from National Bureau of Statistics,2009.
- Agoha, G. (2011). Skill Acquisition and Entrepreneurship Education: The Basic Requirement for Secretarial Business Education Students. *ABEN Book of Readings, 1 (11), 117-121*.
- Ahmad, S. F., Baharun, R. & Rahman, S.H. A. (2004). Interest in Entrepreneurship: an exploratory study on engineering and technical students in entrepreneurship education and choosing entrepreneurship as a career. In Project Report. Faculty of Management and Human Resource Development, Skudai, Johor. (Unpublished).Universiti Teknologi Malaysia Institutional Repository. [Online] Available: <http://eprints.utm.my/2668/>.
- Ahmed ,A.O and Saka,K.A (2011) A survey of Career Interest and Prospects of Library and Information Science Undergraduates in Nigerian Universities. A paper Presented at the Biannual Conference of the National association of Library and Information Science educators(NALISE) from 8th -11th November, 2011.
- Akpan, C. & Etor, C. (2013).University lecturers' perception of entrepreneurship education as an employment strategy for graduate self-employment in South-South Nigeria. *International Journal of Asian Social Sciences*,3(5), 1180 - 1195. Retrieved from http://www.aessweb.com/liornal_detail.php?Id=5007.
- Akpomi, M.E. (2009). Achieving Millennium Development Goals (MDGs) through Teaching Entrepreneurship Education in Nigeria Higher Education Institutions (HEIs).*Eur. J. Soc. Sci. 8 (1), 154-157*.
- Alegbeleye (2008).Foreword. In: *Entrepreneurship in Library and Information Services* by Igbeka, J.U. Ibadan, Nigeria: Stirling – Horden Publishers, p xiv.

- Aliu, S. (2008). Overview of entrepreneurship education. A paper presented during workshop on Entrepreneurship Development for Academic Staff of Polytechnics and Monotechnics, Zone 1. South. Organized by NDG/DRGS/NBTE at Yusuf Grillo Auditorium, Yaba College of Technology, 24th - 25th - November.
- Amaewhule, W. A. (2007). *Education, the world of work and the challenge of change: In search of intervention strategies*. Inaugural lecture series No. 23; River State University of Science and Technology, Nkpolu Port Harcourt.
- Amdam L. A., (2011). Influence of Socio cultural factors on consumer buying behaviour in Borno
- Aminu, A.A. (2012). *Entrepreneurship theory and practice*, Compaq publishers, Maiduguri, Nigeria.
- Anyanwu, E. U., Obichere, C. & Ossai-Onah, V.O. (2012). Integration of entrepreneurship education in Library and Information Science curriculum in Nigeria. In: L.O. Aina and I. Mabaumku (Eds.), *Nigeria library association at 50: Promoting library and information science (L'IS) profession for national development and transformation*. Benin, Nigeria: University Press PLC.
- Anyaogu, R.O. (2009). Managing entrepreneurship education at tertiary level: A panacea to unemployment. *Africa Journal of Educational Research and Development*, 3 (2), 99-107.
- Asika, N. (2012). *Research Methodology in the Behavioural Sciences*, Lagos, Longman Nigeria Plc.
- Audet, J. (2000). Evaluation of two Approaches to Entrepreneurial Education Using an intentions
- Awanbor, D. (2011) Technical education crucial for development. *The Guardian*, Saturday, Sept. 3, p.46
- Ayinde, A.T. (2010). Agricultural education and entrepreneurship education. *Bichi Journal of Education*, 10 (2).
- Azizi, M. (2009). *The study of entrepreneurship education in public universities in Tehran and provide based Model of venture Creation*. *Academy of Entrepreneurship Journal* 6 (1): 57 – 63.
- Barrow, R. and Milburn G. (2005). *Critical dictionary of Education Concepts: an Appraisal of Selected Ideas and Issues in Educational Theory and Practice*. Britain: Wheat sheaf Books, pp 1053.

- Bassey, U. U. & Archibong, I. A. (2005). Assuring quality graduate output through entrepreneurial oriented education in Nigerian universities. *Nigerian Journal of Curriculum Studies*, 12(3), 18-23.
- Bassey, U. U. & Olu D. (2008). Tertiary Education and Graduate Self-Employment Potentials in Nigeria. *Journal of the World Universities Forum*, 1(3), 131 - 42.
- Bennett, R. (2006). Business lecturers' perception of the nature of entrepreneurship, *International Journal of*
- Bennett, R. (2006). Business lecturers' perceptions of the nature of entrepreneurship. *International Journal of Entrepreneurial Behavior & Research*, 12, 165–188. Bridge, S.,
- Best, W.J. & Kahn, J.V. (2007). *Research in Education*, 9th ed. India, Prentice-Hall
- Bink (2005). Entrepreneurship education and integrative learning. Retrieved September 23,
- Blenker P., Korsgaard S., Neergaard H., Thrane C. (2000). Paradigms and Progression in Entrepreneurship Education. Retrieved from URL: http://www.entrepreneorskab.dk/media%2815160,1030%29/helle_neergaard_-_entrepreneurship_paradigms.pdf.
- Breeding, M. (2009) Investing in the future. *Automation market place library Journal*, 2nd April 2009. Retrieved on 2nd March 2013 <http://www.librarjournal.com/article/CA6645868.htm>
- Brooksbank, D. and Jones-Evans, D. (2006). *Global Entrepreneurship Monitor 2005, Wales Executive Summary Report*. Cardiff: National Entrepreneurship Observatory .
- Bureau of Public Service Reform (2009). *Establishment and management of small scale business*. Abuja, Nigeria: Government Printer.
- Cambridge Advance Learners Dictionary (2005). Cambridge: Cambridge University PP 1057.
- Carrier, C. (2007). Strategies for Teaching Entrepreneurship: What else beyond lectures, case studies and business plan? In Fayolle, A. (ed), *Handbook of Research in Entrepreneurship Education*. 1 (pp. 143-159). Cheltenham (UK): Edward Elgar Publishing.
- Castillo, J.J. (2009). Experimental Research: Simple Random Sampling. Retrieved on March 28th, 2012 from: www.experiment-resources.com
- Cathy, A. (2006). *The Consortium for Entrepreneurship Education*. London: Routledge & Kegan.
- Chandler, S (2007) *from entrepreneur to Infopreneur: make money with books, e-books and information product*. New Jersey: John Wiley & Sons.

- Chang, J., & Rieple, A. (2013). Assessing students' entrepreneurial skills development in live projects. *Journal of Small Business and Enterprise Development*, 20, 225–241
- Chauhan, B. P. (2004). ICT-Enabled library and information services. Retrieved http://web.unair.ac.id/admin/file/f33720_PSP_3_opac.pdf on April 8, 2013.
- Coleman Foundation White Paper Series for the U.S. Association of Small Business & Entrepreneurship. From http://www.ncge.org.uk/downloads/policy/Entrepreneurship_Education_and_Integrative_Learning.doc.8. 20th, Feb. 2015 from: www.mitre.org/
- Corbett, A. (2005). Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship: Theory and Practice*, 29, 473–491.
- Coviello, N., & Jones, M. (2004). Methodological issues in international entrepreneurship research. *Journal of Business Venturing*, 19, 485–508.
- Dabbagh, N., & Menascé, D. (2006). Student perceptions of engineering entrepreneurship: An exploratory study. *Journal of Engineering Education*, 95, 153–164.
- DeTienne, D., & Chandler, G. (2004). Opportunity identification and its role in the entrepreneurial classroom: A pedagogical approach and empirical test. *Academy of Management Learning and Education*, 3, 242–257.
- Dike, E. (2009). Vocational Education: Missing link in Nigeria's Development Policy. <http://www.nigeriavillage-square.com/articles/victor-dike/vocational>.
- Drucker, P. (2005). Innovation and entrepreneurship: Practice and principle. Education. *Journal of European Industrial Training*, 32(7), 569 – 593.
- Ejaigu, E. A. (2008). Developing entrepreneurial skills through sustainable business education in Nigeria. *Journal of Business Studies & Technology Development (JBSTD)*, 4(2), 150 - 155.
- Eke, H.N et al (2011). Information professionals as agents for promoting entrepreneurship and technology education in actualizing vision 2020 or Nigeria. <http://unlibun/edu.lpp/eke-igwesi-ogi>, retrieved, 31-10-2011.
- Ekere F.C and Ekere J.N (2012) Exploring the potentials of Information Brokering in Nigeria as an Alternative Career for Librarianship, Abuja: NLA.
- Ekpoh, U.I. Edet, A.O. (2011). Entrepreneurship Education and Career Intentions of Tertiary Education Students in Akwa Ibom and Cross River States, Nigeria. www.ccsenet.org/ies International Education Studies Vol. 4, No.16.
- Enaohwo, J. O. (2009). Human capacity development and entrepreneurship empowerment. *Africa Journal of Educational Research and Development*, 3 (2), 6 - 14.

- Encyclopedia Britannica (2004). Chicago: Encyclopedia Britannica, Inc.
- Entrepreneurial Intentions: A Structural Equation Model. *International Entrepreneurship Management*
- Etor, R., Akpama, S. I., Akpan, c.a. & Etor, C.R. (2009). Higher education and youth preparation for entrepreneurship: A focus on functional education. *Journal of Education Review*, 2 (3), 313 - 318.
- Ewhrudjakpor, C. (2008). Poverty and its Alleviation: The Nigerian Experience. *Journal of International Social Work*, 51(4), 519-531.
- Ewubare, M.U. (2010). Strategies for Promoting Entrepreneurship Education in (NCE) Home Economics. *JHER*, 13, 137-143.
- Fayolle, A. (2007). Essay on the Nature of Entrepreneurship Education, [Online] Available: http://www.kmu.unisg.ch/rencontres/RENC2006/Topics06/A/Rencontres_2006_Fayolle.pdf.
- Fayolle, A. (2013). Personal views on the future of entrepreneurship education. *Entrepreneurship and Regional Development*, 25, 692–701.
- Fayolle, A. *Handbook of Research in Entrepreneurship Education*. 1. Chetelham (UK): Edward Elgar Publishing.
- Fayolle, A., & Gailly, B. (2008). From craft to science. *Journal of European Industrial Training*, 32, 569–593.
- Fayolle, A., & Gailly, B. (2013). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 51, 315–328
- Fayolle, A., Gailly, B. (2008). From craft to science: Teaching models and learning Processes in Entrepreneurship
- Federal Government of Nigeria (2004). National policy on education (4th ed.). Lagos, Nigeria: NERDC Press.
- Federal Government of Nigeria (2012). Why we set up entrepreneurship. The Nigeria Voice. Retrieved from <http://www.naijavoices.com>.
- Glangchai, C. (2003) Growing Young Professionals: The Importance of Entrepreneurship Education. Retrieved from <http://venturelab.org/the-importance-of-entrepreneurship-education/>

- Glasow, P.A. (2005) Fundamental of Survey Research Methodology Accessed on January
- Gorman, G., Hanlon, D. and King, W. (1997).Some Research Perspective on Entrepreneurship Education and Education for Small Business Management: a Ten year Literature review, *International Small Business Journal*, 15.
- Hannon, P. (2006). Teaching pigeons to dance: Sense and meaning in entrepreneurship education. *Education and Training*,48, 296–308.
- Harmeling, S., & Sarasvathy, S. (2013). When contingency is a resource: Educating entrepreneurs in the Balkans, the Bronx, and beyond. *Entrepreneurship: Theory and Practice*,37, 713–744.
- Hegarty, C., & Porter, S. (2010). Rediscovering enterprise: Developing appropriate university entrepreneurship education. *Education and Training*,52, 722–734
- Heinonen&Poikkijoki (2006), “An entrepreneurial directed approach to entrepreneurship education: Mission impossible?” *Journal of Management Development*, Vol. 25, No.1, pg. 80-92.
- Hindle, K. (2007). Teaching Entrepreneurship at the university: from the wrong building to the right philosophy.
- Hogg, M., & Vaughan, G. (2005).*Social Psychology (4th edition)*. London: Prentice-Hall. Horden.
- <http://labeled.pesarosviluppo.it/Modules/ContentManagment/Uploaded/CMItemAttachments/entrepreneurship%20ed>.
- <http://meredith.wolfwater.com/wordpress/2006/07/17/skills-for-the-21st-century-librarian/>.
On 23/3/2014
- <http://ssrn.com/abstract=2178039>
- <http://www.iiste.org/Journals/index.php/EJBM/article/viewFile/23841/24412>
- Hytti, U., & O’Gorman, C. (2004). What is “enterprise education”? An analysis of the objectives and methods.
- Ifedili., C. J., & Ofoegbu, F. (2011). Managing entrepreneurship education in Nigerian universities.*European Journal of Educational Studies*, 3 (1),101-108.
- Ifidon, E. I. (2005) Fee-based Services as a means of making Library Materials more Readily
- Ifidon, S.E and Ifidon, E. I. (2008) Reference and Information Services in Libraries. Ibadan:
- Igbeka, J. U (2008) Entrepreneurship in Library and Information Services. Ibadan Stirling

Information Sciences 7(1 & 2) 41-51.

- Isaacs, E., Visser, K., J Friedrich C. & Brijlal, P. (2007). Entrepreneurship education and training at the further education and training (FET) level in South Africa. *South African Journal of Education*, 27, 613 - 629.
- Issa, O.A, M’bashir L.A and saka, T.H (2012) Entrepreneurship Education: The Imperative of Teaching Information Business to Nigerian Library and School Students. Nigerian Libraries,Journal of the Nigerian library association, 45(2) P. 8-19.
- Jones, C., & Matlay, H. (2011). Understanding the heterogeneity of entrepreneurship education: Going beyond Gartner. *Education and Training*,53, 692–703
- Jose C. Sanchez (2011). University training for entrepreneurial competencies: Its impact on intention of venture creation .International Entrepreneurship and Management Journal. Vol. 7.Issue 2: 239-254.Journal of Social Science, 9 (2),75 - 83.
Journal.4 (1).
- Katz, J. A. (2003). The chronology and intellectual trajectory of American entrepreneurship education. *Journal of Business Venturing*, 18 (2), 283-300.
- Kennedy,E (2013)The Roles of Entrepreneurship Education in Ensuring Economic Empowerment and Development . *Journal of Business Administration and Education*, 4(1) .Benin :Faculty of Education ,University of Benin
- Kent, C. A. (2006). Entrepreneurship education at the colligate level: A synopsis and evaluation. In: C. A. Kent (Ed.), *Entrepreneurship education*. New York: Quorum Books.
- Kiadese, A. (2007). An Assessment of Awareness Level on Entrepreneurship Education and Entrepreneurship Aspiration of Ogun State Tertiary Institution Students. Nigerian Journal of Curriculum Studies, *Journal of Curriculum Organization of Nigeria*, 14 (2), 166-174.
- Kiadese, A. and Adetayo, J.O. (2007).Teachers’ Perception of the Relevance of Entrepreneurship Education in Vocational Education.*Journal of Applied Education and Vocational Research*, 2, (3), 146-153.
- Kirby, D. (2004). Entrepreneurship education: can business schools meet the challenge? *Education and Training*,
- Klapper, R., & Tegtmeier, S. (2010). Innovating entrepreneurial pedagogy: Examples from France and Germany. *Journal of Small Business and Enterprise Development*,17, 552–568.
- Krueger, N. F. and Reilly, M. D. (2000).“Competing models of entrepreneurial intention”.*Journal of Business Venturing*, Vol. 15, No. 5-6, 411-432.

- Kuratko, D. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*, 29, 577–598.
- Kuratko, Donald F. (2005). The Emergence of Entrepreneurship Education: Development, Trends, and Challenges // *Entrepreneurship Theory and Practice*. Vol. 29.Iss.5:583.
- Lens and Wong (2003) in Dimitrova, M., Yovena, I and Kamenova (2012). University Students attitude and Intention towards Entrepreneurial education. IUC annual Book, Vol 5. <http://ssrn.com/abstract=2178039>
- LENTRE (2009) Research Consortium for the Learning Entrepreneurial and Enterprising Readiness.: [online] available from <<http://www.lentre.fi/concepts.html>> (27/07/2012)
Library and Information Science Students. A literature review retrieved from <http://www.lis.uzulu.ac.za/research/conference/2010/DIS%>
- Liebenberg, L., & Mathews, E. (2012). Integrating innovation skills in an introductory engineering design-build course. *International Journal of Technology and Design Education*, 22, 93–113
- Ligthelm, A. (2007). Survival analysis of small informal businesses in South Africa 2007–2010. *Eurasian Business Review*, 1, 160–179.
- Liguori, E.W., Winkel, D., and Vanevenhoven, J. (2011). The impact of entrepreneurship education: Introducing the Entrepreneurial Education Project // Proceedings of the 2nd Annual ICSB Research and Policy Conference. Washington DC.
- Linan, F., Rodriguez-Cohard, J.C., Rueda-Cantuche, J.M. (2010). Factors affecting entrepreneurial intention levels: a role for education // URL: http://www.researchgate.net/publication/23731650_Factors_affecting_entrepreneurial_intention_levels. Lee L., Wong P.K. (2005). Entrepreneurship Education - A Compendium of Related Issues, Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=856227. London: Heinemann.
- Linan, F; Cohard, J.C; and Cantuche, J.M (2005), Factors affecting entrepreneurial intention levels. 45th Congress of the European Regional Science Association, Amsterdam, 23-27 August.
- Lonappan, J, & Devaraj, K. (2011). Pedagogical Innovations in Teaching Entrepreneurship. in: *Eighth AIMS*
- Manabete, S. S. & Kumaunji, B. Z. (2005). Assessment of the performance of small scale electrical/electronics entrepreneurship in Ademawa State. *Journal Issues in Technical Teachers Education*. 2(4): 50 _ 56.

- Marat Seidahmetov, Saltanat Ibraimova and Ainur Yesbolova, (2014) Development of Entrepreneurial Potential of Students through Entrepreneurship Education. Accessed from online at www.sciencedirect.com on 15th June, 2015.
- Marat, Seidahmetov .et-al. (2000). Paradigms and Progression in Entrepreneurship Education. Retrieved from:
http://www.entrenoerskab.dk/media%2815160,1030%29/helle_neergaarad_-_entrepreneurship_paradigms.pdf .on 16th June 2015
- Marilyn Kourislky (2009). Demand for Youth Entrepreneurship Education.
http://www.entreed.org/_arc/intro.htm. MCGraw-Hill.
- Massawe, G. (2006). Entrepreneurial Inclinations among Students of Selected Tertiary Training Institutions in *Dar es Salaam*: Unpublished MBA Dissertation, Higher learning institution of
- McGuire, D. (2003). Librarians in the information age: Alternative use of MLS degrees.
- McIntosh, J. (2008). Probability Sampling Techniques. Accessed on October 4th, 2014, Retrieved from: <http://jamiemcintosh.suite.101.com>
- McLeod, S. A. (2014). Attitudes and Behavior. Retrieved from www.simplypsychology.org/attitudes.
- MCMillan, A. (2006). Teach your self entrepreneurship. Abington:
- McNabb, E. David (2009) Research methodology for political science, New Delhi: PHI learning
- Mishra,(2008). Educational Research. New Delhi, A.P.H. Publishing Corporation
- Mufa, E. (2005). Analysis of the Entrepreneurial Inclinations of Students of Tertiary Training Institutions in Tanzania: The Case of Higher learning institution of Dar es Salaam. Unpublished MBA Dissertation, Higher learning institution of Dar es Salaam, Tanzania.
- Muhammad, H. (2008). The Questionnaire Method in Adamu Y.M., Muhammad, H & Dandago, K.I. (ed.) Readings in Social Sciences, Kano: Bayero University, Kano,
- Mwasalwiba, E. S. (2010). Entrepreneurship education: a review of its objectives, teaching methods, and impact
- National Board for Technical Education (NBTE) (2007). Teachers' guide on entrepreneurship education for polytechnic and monotechnics. Kaduna, Nigeria: Hamitte Consultants.
- National Commission for College of Education (2012). Minimum standard for Nigeria Certificate in Education (3rd ed.). Kaduna, Nigeria: Fazas Enterprises.

- National Teachers Institute (2008). Manual on technical education. Kaduna, Nigeria: NTI Press.
- Nazarbayev, N. (2012) "Strategy Kazakhstan-2050": New political course of the established state". Message the president of the Republic of Kazakhstan, Leader of the Nation, Retrieved from <http://www.akorda.kz/> - Official site of the President of the Republic of Kazakhstan.
- Nelson, B. (1996). Entrepreneurship and Self-Employment Promotion in Asia and the Pacific Region. Proceedings of regional Workshop on Training and Entrepreneurship and Self-Employment: Asian Development Bank and ILO.
- Nelson, R.E. & Johnson, S.D. (1997). Entrepreneurship Education as a strategic approach to economic growth in Kenya. *Journal of Industrial Teacher Education*, 35 (1), 7-21.
- Nnadozie, C. O., Akanwa, P. C. & Nnadozie, C. D. (2013). Influence of entrepreneurship education on the career aspirations of paraprofessional librarians-in-training. *Academic Journal Interdisciplinary Studies*, 2 (5), 1 - 14.
- Nnadozie, C. O. (2014) The concept of Entrepreneurship Education: Justification for its teaching and Learning in Library and Information Science.
- Nwafor, P. (2007). Practical Approach to Entrepreneurship: Small and Medium Scale Enterprises (SMES) Precision Publishers Limited, Enugu.
- Nwangwu I. O. (2007). Entrepreneurship in education. Concept and constraints. *African Journal of Education and Developmental Studies* 4(1), 196 - 207.
- Nwangwu, I.G. (2009). Entrepreneurship in education: Concepts and constraints. *Africa Journal of Education and Development Studies*, 4 (1), 196 - 207.
- Nwosu, B., & Ohia, A. (2009). Managing entrepreneurship education at the tertiary level in Nigeria. A panacea for graduate self-employment. *African Journal of Education Research and Development*, 3 (2), 49-53.
- O, Donald F. (2005). The Emergence of Entrepreneurship Education: Development, Trends, and Challenges // *Entrepreneurship Theory and Practice*. Vol. 29. Iss. 5: 583.
- Obasi, I.N. (2000). *Research Methodology in Political Science*. Ibadan; Africana- Fep. Publishers Ltd.
- Obisesan, M. (2010, July, 13). Appointment and management: Pay attention to entrepreneurship skills. *The Punch Newspapers*, p. 30.
- Ofo, J.E. (2001). *Research Methods and Statistics in education and Social Sciences*. Lagos, JOTA
- Okah, R., & Odelola, J. A. (2009). Entrepreneurship education at tertiary level in Rivers State: A situational analysis. *Africa Journal of Educational Research and Development*, 3 (2), 108 - 121.

- Oko-Jaja, C. (2009). Entrepreneurship education for self - reliant in secondary schools. *Africa journal of Educational Research and Development*, 3 (2),291 - 301.
- Okon, S.E. (1990). Promotion of Employment in Contemporary Nigeria: The Role of Entrepreneurship Education. *Business EducationJournal*.
- Olomi, R.D and Sinyamule, S.R. (2007). “Entrepreneurial Inclinations of Vocational Education students: A comparative study of male and female trainees in Iringa region, TanzaniaUongozi Journal of management and Development Dynamics. Vol.19 No.1 pp 86-114
- Oluwatoyin Dorcas Alese (2014) Perception of Entrepreneurship Education in Adekunle Ajasin University: The Gender Perspective . *Journal of educational and Social Research* vol 4 No 6, sep 2014
- Omeje, T. S. (2006). Problems and prospects of entrepreneurship for national development: An overview. *Journal of Business Studies and Technology Development (JBSTD)* 4 (2),219- 223
- Onuoha, B. C. (2009). Entrepreneurial development in Nigeria: An integrative perspective (2nd ed.). Port Harcourt, Nigeria: African Entrepreneurship and Leadership Initiative. *Entrepreneurship Studies in Library and Information Science*
- Owusu - Ansah, W. A. (2004).The impact of entrepreneurship education on career intentions and aspiration of tertiary students in Ghana. A paper presented at the 49th World Conference of International Council for Small Business, 20th to 23rd June 2004, Johannesburg, South Africa.
- Oyebode, S. A. (2003): Education and unemployment of youths in Nigeria: Causes, impacts and suggestion (3rd ed.). New Jersey: Prentice-Hall.
- Packham, G. et al (2010) Attitude Towards Entrepreneurship Education: a Comparative analysis. Retrieved from http://www.researchgate.net/publication/235861324_on_august_7, 2015.
- Pardede, E., & Lyons, J. (2012).Redesigning the assessment of an entrepreneurship course in an information technology degree program: Embedding assessment for learning practices.*IEEE Transactions on Education*,55, 566–572.
- Peterman, E.N, and Kennedy, J (2003). Enterprise Education: Influencing Students’ Perceptions of Entrepreneurship. *Entrepreneurship Theory and Practice*.28(2):129–144.
- Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*,25, 479–510
- Pittaway, L., & Thorpe, R. (2012). A framework for entrepreneurial learning: A tribute to Jason Cope. *Entrepreneurship and Regional Development*,24, 837–859.

- Plaschka, G. R., & Welsch, H. P. (1990). Emerging structures in entrepreneurship education: Curriculum design and strategies. *Entrepreneurship Theory and Practice*, 14 (3), 55-71
- Postigo, S. & Tamborini, M. F. (2002). *Entrepreneurship education in Argentina: The case of San Andres University*. Paper Presented for Internationalizing Entrepreneurship Education and Training Conference (INTENT 2002), Malaysia, July 8 - 10.
- Proceedings of the Conference on Enterprise and Learning, Aberdeen.*
Project Report.Faculty of Management and Human Resource Development, Skudai, Johor.(Unpublished).
- Pulka B.M, Aminu A.A and Rikwentshe,R. (2015) The Effects of Entrepreneurship Education on University Students' Attitude and Entrepreneurial Intention . *European Journal of Business and Management* ,7(.20), retrieved from :www.iiste.org
- Pulka,M.M Rikwentshe,R & Ibrahim, B (2014) An Evaluation of Students' Attitude towards Entrepreneurship Education in some Selected Universities in North East Nigeria. *Global Journal of Management and Business Research: A*
- Ramoglou, S. (2013). Who is a 'non-entrepreneur'? Taking the 'others' of entrepreneurship seriously. *International Small Business Journal*,31, 432–453
- Ramugondo, L.S (2010) An Explanatory Study of Infopreneurship as a Job Option for
Retrieved April 20, 2013 From<http://www.liscareer.com/mcguirealternativecareers.htm>
- Ronstadt, R. (1985). The Educated entrepreneurs: A new era of entrepreneurial education is beginning. *American Journal of Small Business*.10 , 7 - 23.
- Ronstadt, R. (1987). The educated entrepreneurs: A new era of entrepreneurship education is beginning. *American Journal of Small Business*, 11 (4),37 - 53.
- Salman, A. A. &Issa, AA.O. (2005). "Library and Information Science Practice in Nigeria: Trends and Issues". *The Information Technologist*.2 (2).Department of Library and Information Technology, Federal University of Technology, Minna. December: 88-95.
- Sambo, A.A. (2005). *Research Methods in Education: Nigeria*, Stirling-Horden Publishers Ltd.
- Samwel Mwasalwiba, E. (2010). Entrepreneurship education: A review of its objectives, teaching methods, and impact indicators. *Education and Training*,52, 20–47
- Sánchez, J. (2013). The impact of an entrepreneurship education program on entrepreneurial competencies and intention.*Journal of Small Business Management*,51, 447–465.
- Sandholtz, K. (1990). MBA attitudes, *The College Edition of the National Business Employment Weekly*, spring.

- Schenkel, T.M; Azriel, A.J; Brazeal, V.D & Matthews, H.C (2007).The Development of Entrepreneurial Intentions: Exploring The Role Of Organizational Environment And Prior Experience.[Online]
<http://www.sbaer.uca.edu/research/usasbe/2007/ data/papers/cases/>; 15/7/2012
- Schumpeter, J. (1980). Capitalism, socialism and democracy (3rd ed.). New York: Harper and Row.
- Scott, M. F. & Twomey, D. F (1988). The long term supply of entrepreneurs: students career aspirations in relation to entrepreneurship. *Journal of Small Business Management*, 26(4) 5 - 14.
- Sexton, D., & Bowman, N. (1984). Entrepreneurship education: Suggestions for increasing effectiveness. *Journal of Small Business Management*, 22, 18–25.
- Shen, P., &Chai, L. (2006). Changing entrepreneurial perceptions and developing entrepreneurial competencies, through experience learning: Evidence from entrepreneurship education in Singapore's tertiary education institutions. *Journal of Asia Entrepreneurship and Sustainability*, 11 (2).Retrieved from <http://www.entrepreneurshipjournal.com> .
- Shepherd, D. (2004). Educating entrepreneurship students about emotion and learning from failure. *Academy of Management Learning & Education*, 3, 274–287.
- Smith, A., & Paton, R. (2011).Delivering enterprise.*International Journal of Entrepreneurial Behavior & Research*, 17, 104–118.
- Sogunro, O.A. (2004), “Efficiency of role-playing pedagogy in training leaders, some reflections”, *Journal of Management Development*, Vol. 23, No. 4, pg. 34-71
- Solomon, G, T. Weaver, K. M., & Fernald, L. W. (1994). Pedagogical methods of teaching entrepreneurship: A historical perspective. *Gaming and Stimulation*, 25 (3), 238 – 253 *System of Professional Education. Journal Social and Behavioral Sciences vol.43 pp.615-620* Tan, S, S., & Ng, C. K, F. (2006), A problem-based learning approach to entrepreneurship education. *Educational Training*, 48 (6).Theory and Practice, 29 (5), 577 - 597.
- Solomon, G. (2007). An examination of entrepreneurship education in the United States.*Journal of Small Business and Enterprise Development*, 14, 168–182.
- Students attitude and Intention towards Entrepreneurial education. IUC annual Book, Vol 5. Study of England’s HEIs.*International Journal of Entrepreneurship Education*, 4.41-72.
- Suleiman, N. (2012). The Role of Internal Audit in Achieving the Objective of Internal Control System of Federal Hospitals in Kano State. An Unpublished M. Sc. Dissertation Submitted to the Department of Accounting, Bayero University, Kano. for the award of Master of Science (M. Sc.) Degree in Accounting.
- Taylor, D.W. and Thorpe, R. (2004), “Entrepreneurial learning: a process of co participation.” *Journal of Small Business and Enterprise Development*, Vol. 11, No. 2, pg. 203-21

- Teixeria and Davey (2008) in Dimitrova, M., Yovena, I., and Kamenova (2012). University Thomas, R.L & Brenda, R.L (2005). Research Forum- Research Sample. Accessed on October 6th, 2014, Retrieved from: <http://www.oandp.org/ipo/>
- Timmons, J.A. & Spinelli, S. (2006). *New venture creative : Entrepreneurship for the 21st Century* (5thed). Irwin: McGraw-Hill
- Tounes, A. (2006). Students Entrepreneurial Intentions in France. Paper presented at the Annual Academy of Management Conference; Atlanta, Georgia, 11 – 16 August
- Ubokwe, A. O. (2012). Skills for entrepreneurs. Retrieved from <http://skillsor-entrepreneurs.mht.education%20-%20emerging%20trends.pdf>.
- Uche, C. M., & Adesope, O. M. (2009). Capacity building for entrepreneurship education. State of the art in University of Port-Harcourt, Nigeria. *Africa Journal of Education Research and Development*, 3 (2), 86 - 98.
- Ugwu.F.N and Ezeani, C.N (2012) Evaluation of Entrepreneurship Awareness and skills among LIS students in South-East Nigeria. *Library Philosophy and Practice* paper 836 retrieved on 9/4/2014 @ <http://digitalcomons.unl.edu/libphilprac/836>
- Universiti Teknologi Malaysia Institutional Repository. [Online] Available: <http://eprints.utm.my/2668/>.
- Usman ,Y.D, Usman,P.M and Idrissa, D (2013) Perception and Attitude of Tertiary Institutions students towards Entrepreneurship education in Nigeria. *IOSR Journal of Humanities and Social Sciences (IOSR-JHSS)* 15 (3) September-October 2013 PP 5-8. Retrieved From www.Iosr Journal.org on 15 August 2015.
- Vincett, P., & Farlow, S. (2008). Start-a-business: An experiment in education through entrepreneurship. *Journal of Small Business and Enterprise Development*, 15, 274–288.
- Wang, Y., & Verzat, C. (2011). Generalist or specific studies for engineering entrepreneurs? *Journal of Small Business and Enterprise Development*, 18, 366–383.
- Wilson, F., Kickul, J. & Marlino, D (2007). *Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: Implication of entrepreneurship education, Entrepreneurship: Theory and practice* 406.
- www.ccsenet.org/hes Higher Education Studies Vol. 2, No. 1; March 2012
- Xaxx, J. (2014). Code of ethics for entrepreneurs. Retrieved from Yoloye, T. W. (2008, September, 10). Education reforms and attainment of Vision 2020 goals in Nigeria. *Nigeria Tribune*, p. 18

Zaidatol and Abdullah (2009) exploring the entrepreneurial mindset of students: implication for improvement of entrepreneurial learning at university . Jonal of int social research vol 2(8), summer 2009

Zwass,V (2003) Electronic Commerce and Organizational Innovation: Aspects and Opportunities .International Journal of Electronic commerce.

APPENDIX I

Department of Library and Information Science,
Bayero University Kano,
P.M.B 3011Kano,
Kano State.

Dear Respondent,

INTRODUCTION LETTER

I am a postgraduate student of the above named department, conducting a research on the topic: Attitude and Readiness of Library and Information Science Students Towards Entrepreneurship Education in library and Information Science Schools in North-Eastern Nigeria” Which is a part of the requirement for the award of Master of Library and Information Science (MLS) Degree of the Bayero University Kano. I solicit for your co-operation in filling the attached questionnaire objectively to assist me in the research.

Your responses will be used for the purpose of this research only and will be treated confidentially for all information provided.

Thank you.

Yours Sincerely,

Hussaini Mathias

APPENDIX II

Questionnaire on the Attitude and Readiness of Library and Information Science Students Towards Entrepreneurship Education in Library and Information Science Schools in North-Eastern Nigeria.

SECTION A: Demographic Information of respondents

1. Name of school:
 - a. ATBU Bauchi []
 - b. MAUTECH Yola []
 - c. UNIMAID []
2. Sex:
 - a. Male []
 - b. Female []

SECTION B:

Methods of teaching adopted in entrepreneurship in LIS schools

What are the method(s) of teaching adopted in teaching entrepreneurship in your school (tick as appropriate)

S/No	Methods of teaching	
1	Lecture method	
2	Class & Group Discussion	
3	Power point Presentation	
4	Part time lecturing in the evening	
5	Practical & Case Study	
6	Field work method	
7	Guest speakers (role model)	
8	Module teaching	
9	Individual/group project	
10	Tutorial	
11	Observation method	

SECTION C:

Relevance of Entrepreneurship Education to LIS students

How relevant is entrepreneurship education in preparing you for information brokerage and consultancy in LIS?

- a. Very relevant ()
- b. Relevant ()
- c. Moderate ()
- d. Not relevant ()

SECTION D: Attitude of LIS Students Towards Entrepreneurship Education

NOTE: Please indicate by ticking how you agree or disagree with any of the responses as they apply to you in Section D-F.

Key: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (DA) = 2

Strongly Disagree (SD) = 1

S/No	STATEMENT	SA	A	U	DA	SD
	Positive Attitudes					
1	I like Entrepreneurship courses more than other subjects					
2	I would like to be an entrepreneur (Infopreneur) after completing this course					
3	I would like to have entrepreneurship lessons more often					
4	The way entrepreneurship is taught to students motivates me towards venture creation					
5	I like the practical courses because it encourages me the more					
6	Entrepreneurship Education helps me to develop my innovative skills that's why I don't want to miss classes					
7	A career as entrepreneur is attractive for me because it will make me self reliant					
8	I would like to make a significant contribution to the Community by developing a successful business.					
9	I desperately want to work for myself that's why I like entrepreneurship courses					

10	I like entrepreneurship knowledge because I considered self-employment highly desirable					
11	I always have personal satisfaction with self-employment					
	Negative attitudes					
12	I hate entrepreneurship lessons					
13	I dislike Entrepreneurship education because is strange for me					
14	I dislike Business knowledge because it is not necessary for my future career in Library and Information Science					
15	Never thought of entrepreneurship as a career choice.					
16	I have difficulties in understanding what we have learnt in Entrepreneurship class because of overcrowd					
17	Entrepreneurship Education is not important in comparison with other courses in my field of study					
18	The state of the facilities for practical entrepreneurship in my school discourages me from attending classes					
19	Won't start a business because it is too risky and I am afraid of failing					
20	I dislike being an entrepreneur; prefer to work in a big organization rather than a small firm.					

SECTION E:

8. Readiness of LIS students towards EE

Readiness of LIS students towards setting their business after completing the entrepreneurship courses

	STATEMENT	SA	A	U	DA	SD
1	Entrepreneurship Education has impact on my intention to become an entrepreneur					
2	The entrepreneurship skills acquired is adequate to raise LIS students curiosity for venture creation					
3	I have a plan for opening a new venture after the entrepreneurship course					
4	My interest towards entrepreneurship has been raised after taking the course(s)					
5	Owning my business is very appealing & important to me					
6	I cannot imagine working for someone else.					

SECTION F.

Challenges Associated with entrepreneurship Education

The following are challenges associated with acquisition of entrepreneurship education

S/N	Challenges associated with entrepreneurship education	SA	A	U	D	SD
1.	Inadequate funding of the education sector					
2.	Shortage of competent resource persons to teach entrepreneurial studies in various educational institutions.					
3.	Lack of laboratories , training materials and scarcity of relevant textbooks were operational problems affecting effective teaching of entrepreneurial studies					
4.	Necessary tools /facilities for practical sessions are lacking					
5.	Housing of the course under school of general studies of various tertiary educational institutions					
6.	Lessons are usually too general and not specific to the peculiarities of individual disciplines.					
7.	The periods allotted to entrepreneurship education courses in the time table is normally insufficient.					

SECTION G:**Strategies for Enhancing Entrepreneurship Education**

Indicate your agreement or otherwise on the following Strategies for Enhancing entrepreneurship Education.

S/N	Strategies for Enhancing Entrepreneurship Education	SA	A	U	DA	SD
1.	Provision of better logistical support for entrepreneurship					
2.	Increased support for entrepreneurship education by strategic stakeholders.					
3.	Improving the quality of teaching of entrepreneurship courses					
4.	Periodic review of the entrepreneurship education curriculum.					
5.	Organizing conferences and workshops on entrepreneurship activities to improve the competence of the students.					
6.	Proactive measures should be taken to arouse and retain the Interest of students in entrepreneurship studies					
7.	Attendance to lectures and participation in class activities should be made mandatory					
8.	Improved funding for entrepreneurship education program:					
9.	Effort should be made to provide regular training for those presently handling entrepreneurship courses.					

APPENDIX III

ITEM-TOTAL RELIABILITY STATISTICS

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Gender	172.4010	281.919	-.021	.865
Methods of Teaching	170.2105	285.343	-.125	.901
Relevance of EE to LIS stu	170.3108	284.114	-.102	.869
Attitude 1	169.4912	277.286	.152	.864
Attitude 2	169.4762	282.165	-.037	.867
Attitude 3	169.7519	272.795	.278	.862
Attitude 4	169.8020	270.310	.334	.861
Attitude 5	170.0727	262.640	.532	.857
Attitude 6	170.0877	268.733	.370	.861
Attitude 7	169.8471	255.743	.741	.853
Attitude 8	169.8972	253.801	.765	.852
Attitude 9	170.0075	253.043	.788	.851
Attitude 10	169.9749	255.035	.779	.852
Attitude 11	169.9975	256.013	.730	.853
Attitude 12	169.9699	256.130	.786	.852
Attitude 13	170.0075	257.636	.664	.854
Attitude 14	169.8922	258.589	.646	.855
Attitude 15	169.8972	262.494	.523	.857
Attitude 16	169.9724	259.740	.662	.855
Attitude 17	170.0401	261.300	.624	.856
Attitude 18	169.9023	258.958	.673	.855
Attitude 19	169.8195	263.686	.518	.858
Attitude 20	169.9925	265.430	.492	.858
Readiness 1	169.6216	276.643	.193	.863
Readiness 2	169.6140	276.685	.167	.864
Readiness 3	169.7368	276.084	.195	.863
Readiness 4	169.7544	278.623	.105	.865
Readiness 5	169.8647	278.374	.103	.865
Readiness 6	169.1779	281.529	.000	.865
Challenges 1	169.2732	283.068	-.076	.867
Challenges 2	170.1053	257.351	.690	.854
Challenges 3	170.0852	260.480	.580	.856
Challenges 4	169.9373	261.687	.566	.857
Challenges 5	169.2807	276.328	.254	.863
Challenges 6	169.3233	277.847	.132	.864
Challenges 7	169.1654	276.329	.262	.863
Strategy 1	169.3183	276.700	.156	.864

Strategy 2	169.2080	277.447	.227	.863
Strategy 3	169.1529	273.848	.314	.862
Strategy 4	169.2005	278.894	.119	.864
Strategy 5	169.6366	277.609	.129	.865
Strategy 6	169.6917	279.465	.077	.865
Strategy 7	169.6566	278.794	.117	.864
Strategy 8	169.4411	277.473	.152	.864
Strategy 9	169.8246	276.914	.156	.864

Source: Generated by the Researcher from the Questionnaire Response 2015 Using SPSS 19.0.