

## **Repositioning of Entrepreneurship Education for Entrepreneurial Success of Library and Information Science Students. A Study of Nasarawa State Polytechnic Lafia, Nigeria**

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**Abstract:-** This study focused on repositioning of entrepreneurship education for entrepreneurial success of library and information science students. A study of Nasarawa state polytechnic lafia Nigeria. Case study research was used to find out the available facilities used for teaching library related business enterprises and non library entrepreneurial enterprises, the strategies used in teaching entrepreneurship education and to identify the problems affecting the teaching of entrepreneurship education in the study area. Lecturers constituted the population of the study, interview and observation were the instruments for data collection. Data generated were coded, transcribed and tabulated. The findings showed non availability of facilities for teaching library related businesses in the area of desktop publishing, reprography, internet, digitilization, library software installations, computer maintenance telecommunication and library networking. The study also identified lack of practicals, non existence of entrepreneurship workshops poor teaching methodology, inadequate qualified teachers, poor funding of entrepreneurship programmes, high students population, lack of innovation on the part of lecturers. huge gap between the knowledge acquired by students and current economic reality and inadequate practical sessions as the major constraints to the teaching of entrepreneurship in the study area. Based on the findings, the paper amongst others recommends the need to provide state of art printing machines, reprographic machines, internet and library digitilization softwares to drive the requisite entrepreneurship skills among library and information science students.

**Key words :** *Entrepreneurship, Entrepreneurship education, library and information science, polytechnic, students*

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### **I. INTRODUCTION**

The adage that says “ there is no unemployed persons but unemployed ideas” is a lucid portrait of many graduates of Polytechnic in Nigeria. Expectedly, Students of Library and Information Science in Polytechnic system were taught how to apply knowledge of entrepreneurship education in quite a number of business ventures both within and outside the information industry. This aimed at equipping the students to become not only self employed but employers of labour after graduation. Nigeria current unemployment woe is the deliberate failure by successive government to realise the importance of a robust entrepreneurial education. In the desperate quest to equip and empower students in polytechnic, entrepreneurship education was introduced to address the growing rate of unemployment, poverty and allied social ills. Entrepreneurship education has the ultimate goal of achieving self reliance among Nigerian youths. The development of entrepreneurial skills and competencies through entrepreneurial education hold the key to socio- economic development of the nation. Today, the high unemployment rate in Nigeria is no doubt a collective tragedy. Youth unemployment has become intractable and surely became cancerous in Nigeria history. It is apt to state that entrepreneurial education remains the potent economic weaponry, bailout and strategy for employment generation, poverty reduction and social service provision. Nigeria natural and human resources though in abundance, majority of the citizenry lived in abject poverty. It is worrisome that Library and Information graduates at all levels are among the unemployed. A possible solution to this is self employment through the acquisition of entrepreneurial skills. Library and information science (LIS) programmes are mounted at National Diploma, Higher National Diploma, Degree, Masters and Doctoral levels. Thus, these programmes are mounted by Polytechnic, Colleges of Education and Universities. From the foregoing, there has been increase in number of Library schools in Nigeria at all levels. Affirming this fact, the Joint Admission and Matriculation Board (2012) affirmed the exponential growth of Library Schools in Nigeria. This development has resulted to explosion in Students enrollment and turning out of teeming Library and information Science graduates who by sheer providence find themselves among army of unemployed graduates, a scenario that led to survival of the fittest syndrome. In order to keep both body and soul alive, some Library and Information Science graduates get themselves engaged in menial jobs with low financial returns and fortunes. Nasarawa state desirous in promoting Librarianship to cater for

various libraries in the state and beyond mounted Library and information science(LIS) programme in Nasarawa state Polytechnic in the year 2000 to train middle manpower in Librarianship. Entrepreneurial education was introduced by the National Board for Technical Education in 2007 to help train entrepreneurs in library related and non library related enterprises. Some of the entrepreneurial ventures in librarianship include bookshop management, indexing, abstracting, editing books and journals, records management, exhibitions, publishing, reprography, video recording, information brokerage, document screening and control fee based writing among others. In order to reverse this ugly trend, entrepreneurship education was introduced as a compulsory course which is receiving global attention. Musa (2009) stated that indigenous entrepreneurship through provision of enabling environment, technical education and financial assistance as well as skill acquisition opportunities has been a cardinal thrust for employment generation. Aladekomo (2004) remarked that Nigeria policy on education emphasized the need for functional education that is relevant, practical and acquisition of appropriate skills and development of competencies and equipment for the individuals to live in and contribute to the development of his/her society. Amoor (2008) stated that entrepreneurship education will provide the students with the opportunities to identify and develop a range of skills and attributes that will be of use to creating and shaping their future by experiencing both business and work environment. Nnadozie, Akanwa and Nnadozie (2013) revealed that diminishing job openings and exposure to entrepreneurship education should make the library and information science graduates explore the opportunities in other sectors where they can put their specialized training to their best advantage. Fakuade (2015) noted that entrepreneurship means ownership and self determination as opposed to simply being dependent, on somebody else for your livelihood and your future. The success of LIS students in the wider world as it is today, depends on quality of LIS schools entrepreneurial education taught in general and in Nasarawa state in particular. Effective entrepreneurial education is not possible without the right lecturers, students, supporting technique, laboratories equipment and allied infrastructures. Career paths for LIS students could be shaped and encouraged by entrepreneurial education provided. The information age no doubt provide the LIS students with contours of entrepreneurial options within and outside the library walls.

## **1.2 Statement of the Problem**

Teaching entrepreneurship in polytechnic system without the key learning facilities, infrastructures and manpower can best be described as cosmetic education. Thus, the quality of the entrepreneurship education provided to library and information science students in Nasarawa state polytechnic Lafia and other allied institutions in Nigeria hugely depend on the quantum and quality of lecturers, instructional and research facilities. The realization of the lofty goals of entrepreneurship education would not be realized if, there is huge deficit of educators and learning infrastructures. A sizeable number of learning facilities and manpower needed for effective entrepreneurship education at present appears either virtually dilapidated or non - existence. Library and information science department require a number of teaching facilities, personnel and laboratories in order to expose students to theoretical and practical entrepreneurial engagements in library and non- library related business enterprises. The inability to develop entrepreneurial skills and competencies among students of library and information science in the past in Nigeria's Polytechnic system remain the greatest threat to social security and development and is no doubt responsible for the alarming rate of unemployment, poverty, insecurity and underdevelopment in Nigeria. The social problem of unemployment is a consequent of educational system inability to inculcate the doctrine of entrepreneurship and economic independence in the psyche and minds of students in tertiary institutions. This development has led to overdependence on government at all levels for employment generation. The inherited mentality and ideology that is premised on education that is tailored toward white collar jobs has remained Nigeria greatest albatross. It is in the light of the foregoing that this study seeks to examine how to reposition entrepreneurial education for entrepreneurial success of library and information science students in Nasarawa state Polytechnic Lafia, Nigeria.

## **1.3 Objectives of the study**

1. To Identify available facilities used for teaching library related business enterprises in the study area.
2. To identify available facilities used for teaching non library entrepreneurial enterprises in the department under study.
3. To find out the strategies used in teaching entrepreneurship education in the department under study.
4. To identify the problems affecting the teaching of entrepreneurship education in the study area.

## **1.4 Research questions**

The study was guided by the following research questions

1. What are the available facilities used for the teaching of library related business enterprises in the department of library and information science in Nasarawa state Polytechnic Lafia?

2. What are the available facilities used for the teaching of non- library related business enterprises in the department under study?
3. What are the strategies used in the teaching of entrepreneurship in the department under study?
4. What are the major constraints to the teaching of entrepreneurship in the department under study?

## **II. REVIEW OF RELEVANT LITERATURE**

Available literature in empirical and opinions work showed that entrepreneurial education is receiving global attention. This is as a result of the hydra headed monster called unemployment. Entrepreneurship education as defined by Lankard (2003) is that type of education is which provides the learner with attitudes and ideas which will equip the individual for self employment. Sule (2004) submitted that entrepreneurial education is a sure pathway to liberation of the mind and the improvement of socio economic status of people. Dickson, Solomon and Waever (2008) affirmed that there is much effort and zeal to teach entrepreneurship education using wide range of strategies such as venture creation by students, developing formal business plan and creating out feasibility study amongst others. Gibbs (2006) noted that entrepreneurship education has become a popular way for schools to introduce students and to equip them with the essential knowledge and skills. Ray (1988) remarked that no nation can achieve employment goals and poverty reduction without emphasis on entrepreneurship education. In view of this, Ayeduso (1997) advocated that students should be exposed to entrepreneurial skills from their first day at school with the establishment and operation of business. Igbo (2005) identified methods of teaching entrepreneurship to include teacher oriented method, students oriented method, assignment related method and games and simulation method. Bello (2010) emphasized that successive government in Nigeria have made frantic efforts in reducing the burden of unemployment through entrepreneurial developments initiatives. Despite this, Adejmolola and Olufunmilayo (2009) stated that 80% of graduates in Nigeria find it difficult to get employment annually. In order to reverse the foregoing scenario, Barnabas and Durkwa (2007) reported that efforts have been put in place to use variety of teaching methodology in inculcating entrepreneurial spirit and skills among students so as to enable them overcome the problem. Supporting this position, Vincett and Farlow (2008) noted that there is much enthusiasm to teach entrepreneurship course using wide range of methods such as venture creation by students, developing formal business plan, creating out feasibility study, acquisition of necessary competencies to promote self reliance, independence, youth empowerment and poverty education.

### **2.2 Concept of Education in Library and Information Science**

Education is the process of imparting knowledge, skills and judgment into the learners or individuals. It is a continuum and is seen as a lifelong process. There are informal and formal systems of education. The formal educational system in Nigeria has been organized into primary, secondary and higher education. Tyonum and Ezeogu (2015) noted that education is the most powerful sociological tool for sustainable development in any nation. The national policy thrust on education equally states that : Education shall continue to be highly rated in the national development plans because education is the most important instrument of change; any change in the intellectual and social outlook of any society has to be preceded by an educational revolution. Etim (2002) sees library and information science as the study of issues related to library and information services. The need for functional librarianship education in realizing sustainable development in Nigeria cannot be overemphasized. Mohammed (2003) noted the need for provision of library and information science education and the acquisition of relevant knowledge techniques and skills for effective library and information work in the 21<sup>st</sup> century in order to drive the needed development and expectations of the society. The increasing need for information and rapid development change call for recognition of Library and Information Science education pivotal role in Nigeria's development. Thus, library and information science education like in allied disciplines, must be viewed as driver of Nigeria's sustainable development as no society can develop without entrepreneurs. Library and information science schools at all levels are expected to brace up to the challenge by providing the relevant knowledge, skills that is premised on the entrepreneurial needs of their students. Library and information science educators, have a pivotal role to play in realizing Nigeria's developmental goals. By virtue of their training and experience, they can employ their vast knowledge to advance entrepreneurial training in library and information science by establishing information consultancy and business enterprises that have multiplier effects on Nigeria growth and development.

## **III. METHODOLOGY**

Case study research was used for the study. Cresswell (2003) noted that case study research takes place in the natural setting where the researcher goes to the area to personally obtain detail information about the subject under study and to know the actual experiences of the participants. It equally explores deeply the entrepreneurial education facilities used in library and information science programmes in Nasarawa State Polytechnic, Lafia. The population of the study comprises four lecturers in the department of library and information science.

Structured interview and direct observation were used to collect relevant data for the study. Direct observation of available learning facilities such as classrooms, workshop, Information and Communication Technology tools and e-library were critically observed with a view to ascertaining how they are being used for teaching entrepreneurship in the department of library and information science.

#### IV. RESEARCH FINDINGS

**TABLE 1: Facilities Available for Teaching Library and Information Related Business Enterprises to Library and Information Science Students in Nasarawa State Polytechnic Lafia**

Type of facilities	Response
Desktop publishing	X
Photocopiers	X
Binding	X
Lamination	X
Computers and printers	√
Internet café	X
Digitization	X
Library software installation	X
Computer maintenance	X
Telecommunication	X
Library networking	X

X: Not available√: Available

The efficiency and effectiveness of teaching and learning depend largely on available facilities. During the interview session, it was noticed that there were no facilities for desktop publishing, photocopying, binding, lamination, internet, digitization, library software installations, computer maintenance, telecommunication and library networking. It can be inferred that there is no requisite learning facilities in library related businesses.

**TABLE 2: Facilities Available for Teaching non Library and Information Businesses in the Study area.**

Type of business	Response
Poultry farming	X
Fish farming	X
Fashion design	X
Hair dressing	X
Barbing saloon	X
Event management and interior decoration	X
Vulcanizing	X
Welding and fabricating	X
Soap making	X
Catering services	X
Laundry	X

X: Not available

√: Available

The study tried to find out available facilities used for teaching business enterprises outside librarianship to library and information science students in Nasarawa state polytechnic Lafia. Responses obtained from the interview conducted with the lecturers revealed non availability of teaching facilities in enterprises such as poultry farming, fish farming, fashion design, hair dressing, barbing saloon, event management and interior decoration, vulcanizing, welding and fabricating, soap making, catering and laundry services.

**TABLE THREE : Methods Used For teaching Entrepreneurship in the study area**

Type of teaching methods	Response
Students centred practical	X
Lecturers centred practical	√
Lectures	X
Trend analysis through seminars and workshops	X
Market surveys	X
Business proposals and memo writing	X

X: Not used √: Used

The research also sought to find out the methods used in teaching entrepreneurship to students of library and information science students in the study area. Based on the interview conducted as contained in their responses in Table three, lectures was the principal method used for teaching entrepreneurship. They also responded during the interview that students and lecturers centred practicals, trend analysis via seminars and workshops, market surveys, business proposals and memo writing were not being used as teaching methods in the study area.

**TABLE 4 : Problems Inhibiting the Teaching of Entrepreneurship in the study area**

<b>Problems faced</b>	<b>Response</b>
Lack of practicals	√
Non existence of entrepreneurship workshops	√
Inadequate classrooms	X
Poor teaching methodology	√
Inadequate qualified lecturers	√
Poor funding of LIS entrepreneurship programmes	√
High students population	√
Lack of innovation on the part of lecturers	√
Absence of library and information science based entrepreneurship curriculum	X
Huge gap between what is taught and current economic reality.	√

X: Not a problem

√: Problem faced

One of the objectives of this study was to identify some inhibiting factors that militate against the teaching of entrepreneurship education to library and information science students in Nasarawa state polytechnic Lafia. Responses in Table four identified the following problems; lack of practicals, non existence of entrepreneurship workshops, poor teaching methodology, inadequate qualified lecturers, poor funding of entrepreneurship programmes, high students population, lack of innovation on the part of lecturers, huge gap between the knowledge acquired by the students and the current economic reality and inadequate practical sessions.

## V. DISCUSSION OF FINDINGS

One of the cardinal objectives of entrepreneurship education is the development of ingenious skills among students through the provision of robust and congenial learning atmosphere. This study sought to find out the available learning facilities that will entrench entrepreneurial skills acquisition among Library and Information Science Students in library related business enterprises. Despite the visible benefits of entrepreneurship education, there are no requisite teaching facilities that will provoke entrepreneurial spirit of library and information science students in the study area. Responses from Table one indicated total absence of learning facilities needed for desktop publishing, photocopying, binding, lamination, internet, digitization, library software installation, computer maintenance, telecommunication and library networking. This shows the students were not exposed to tools used to create wealth. This explains why the number of unemployed graduates is on the increase in Nigeria. The findings in Table one agrees with Adejimo and Olufunmilaya (2009) findings where they revealed that about 80% graduates in Nigeria find it difficult to get employment every year because most institutions of learning lack the basic learning facilities needed for entrepreneurial skills acquisition. The findings in Table 2 showed non availability of facilities needed for poultry and fish farming, fashion design, hair dressing, barbing saloon, vulcanizing, welding and fabricating, soap making, catering and laundry services. Given the complexity of the absence of key learning facilities for business enterprises that are dominant in most business communities in Nigeria, one wonders how the students under study would be able to translate the knowledge acquired into real business world. As it is today, entrepreneurship education in the study area is still a carry over of the colonial system of education which emphasizes paper qualification for securing white collar jobs at the expense of skills acquisition. If the preponderance of entrepreneurship education is tailored towards theory rather than practical skills acquisition, then something ought to be done as a matter of urgency in order to reverse the trend. Investigating the methods used for the teaching of entrepreneurship education to the students of library and information science students was one of the objectives of this study. The findings in Table 3 showed that lectures is the sole method used in teaching students. This finding is in sharp contrast with many scholars position where they affirmed that mixed teaching methods is the most significant elements of entrepreneurship curriculum design which plays a key role in entrepreneurship studies and research. They advocated for the application of various techniques in the teaching of entrepreneurship.

The problems faced by department of Nasarawa state polytechnic Lafia in providing entrepreneurship education to students are enormous. The findings in Table 4 revealed the problems. The major problems

inhibiting entrepreneurship education in the study area include lack of practicals, lack of entrepreneurship workshops, poor teaching methodology, inadequate qualified lecturers, huge gap between what is taught to students and the economic reality, poor funding of entrepreneurship programmes, high students population and lack of innovation on the part of lecturers. The findings is in line with Bukar and Timothy (2013) study where they identified the major problems confronting entrepreneurship to include inadequate instructional facilities, increasing number of graduates without corresponding vacancies, failure of polytechnic education to take the issue of self employment to the front burner, apathy to towards entrepreneurship by students and failure of educational policies and curriculum to address the demand of the society in terms of imparting the needed knowledge on entrepreneurship.

## **VI. RECOMMENDATIONS**

Based on the findings of this study, the following recommendations were made.

1. There is the need to provide state of the art printing machines, photocopiers, binding and lamination machines, internet, and library digitiation softwares to drive the needed entrepreneurial skills in library related businesses.
2. Entrepreneurship complex/ village should be established which should comprise of a mini poultry farm, fish pond, fashion design laboratory, hair dressing and barbing saloon, vulcanizing tools, soup making equipment, catering and laundry equipment.
3. There is the need for the use of various teaching methotologies such as students and Lecturers centred practicals, trend analysis, market surveys and business proposals and memo writing.
4. There is the need to construct entrepreneurship worshops, improved teaching methodology, employment of additional qualified Lecturers, improved funding, reduction of students in take and the adoption of innovative strategies on the part of Lecturers in teaching entrepreneurship in the study area.

## **VII. CONCLUSION**

Repositioning of entrepreneurship education in polytechnic system requires pragmatic approach and sincere commitment on the part of government if the issue of unemployment must be summounted. Education managers must do the needful in providing the needed learning facilities and manpower that will impact positively on entrepreneurship skills acquisition capable of driving the needed jobs creation and economic development of the society. Nigeria current unemployment woe can be confronted frontally through a robust entrepreneurship education that is devoid of dilapidated or non existence of teaching facilities, personnel and laboratories. Despite the visible and long term benefits of entrepreneurship education, there are no requisite facilities capable of provoking the desired entrepreneurial spirit among library and information science students. It is apt to conclude that entrepreneurship education remains the potent economic weaponry for employment generartion, poverty reduction and socio-economic development of the society.

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