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ANALYSIS OF ENTREPRENEURSHIP COURSES OF LIBRARY AND
INFORMATION SCIENCE SCHOOLS IN SOUTH-EAST GEO-POLITICAL
ZONE OF NIGERIA

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Abstract

The study carried out an analysis of entrepreneurship courses of library and information science education in South-East Geo-political zone of Nigeria, the LIS schools in South-East Nigeria where LIS entrepreneurship courses are available and taught. These LIS business related courses are intended to equip LIS students with the necessary skills to be job and wealth creators upon

graduation. The population comprised of 300 and 400 level students of library and information science students from five LIS schools in South-East Nigeria and a total of 1041 copies of questionnaire were distributed with a return rate of 735. Data collected were analysed using bar chart, tables and percentages. Findings from the study revealed the different entrepreneurial courses available and taught by LIS schools in South East Geo-political Zone to LIS undergraduates for job creation and self-reliant. However, LIS curriculum should be that which ensures equality and uniformity especially in its business related courses with the resultant effect of having Nigerian graduates who can confidently, creatively and innovatively contribute to the economic development of Nigeria. It was also recommended that Stakeholders in the educational sector, National Association of Library and Information Science Educators (NALISE) and Heads of LIS Departments to create forum where curriculum for LIS entrepreneurship education are harmonized for maximum and holistic achievement of the objectives.

Keywords: Entrepreneurship courses; Library Science; Curriculum; Uniformity

INTRODUCTION

Entrepreneurship is one of the main factors to improve the economies in a country as it is able to create wealth for the entrepreneurs. It is mainly a culture, a way of thinking, a way of acting, a concept of life and freedom to innovate and to assume risks. It is the ability of a person to collaborate with others and to act in the face of new opportunities (Unachukwu, 2009; Marques & Albuquerque, 2012; Nian, Bakar & Islam, 2014). Nnadozie (2014) posits that entrepreneurship has become a global project as its popularity cut across both industrialised and developing countries. It was incorporated into the educational system in order to equip students with the requisite skills that would empower them to meet up with the demands of contemporary society. It is aimed at empowering the students with the ability to harness the potentials within the environment for the transformation of not just the immediate society but also their personal lives.

A lot of entrepreneurship courses now form part of the curricular of library schools and integrated into library education in Nigeria. These courses include indexing and abstracting, book trade and publishing, marketing of information products and services, ICT and database management, infopreneurship, software development etc. Library and information science entrepreneurship education is intended to make graduates to be self-employed, self-reliant and even employers of labour. Entrepreneurial librarianship offers specific techniques for creating an entrepreneurial environment in library and information service. It seeks to provide students with the knowledge, skills and innovation to encourage entrepreneurial success in a variety of settings (Ekoja, 2011; Edewor & Omosor, 2012; Ntui, 2015; Ngerem & Ezike, 2016). Students are therefore expected to perform well in entrepreneurship courses because of the objectives and mission of such courses.

Library and information science education in Nigeria today cannot be relevant without effective preparation of new generation of librarians to effectively use the new information and communication technology in their professional practices. For the Nigerian library schools to face the challenge of the 21st century, they must incorporate information technology both in the theory and practice in the

training of librarians (Edegbo, 2011). Like other professions, the need for the profession of library and information science is borne out of the need to teach men to be creative and to acquire skills and competence necessary for surmounting all kind of problems in the library profession (Ogar, Nkanu & Eyo, 2014), to ensure that graduates instead of depending and waiting for employment opportunities can create jobs thereby contributing significantly to reduction of unemployment. It thus acts as a catalyst to development through entrepreneurial drive that has been inculcated to the students.

However, different forms of entrepreneurial courses are offered in the various library schools in Nigeria. For instance in Abia State University, the entrepreneurial courses offered includes Introduction to Publishing (LIS 463), Indexing and Abstracting (LIS 322), Database Management (LIS 351), Printing Preservation and Conservation (LIS 291) and Information Systems and Networks (LIS 381). In Imo State University Library Schools, the entrepreneurial courses include Library Technologies (LBS 453), Indexing and Abstracting (LBS 3140), and Application of Computer (LBS 214). (Handbook of the Department of Library and Information Science). Also, University of Nigeria, Nsukka offers the following entrepreneurial courses in their library school, publishing and book production (LIS 402), Indexing and Abstracting (LIS 411), Contemporary Technology in Libraries (LIS 401), and Computers and Data Processing (LIS 252). While Nnamdi Azikiwe University offers Preservation and Conservation of Library Materials (LIS 214), Indexing and Abstracting (LIS 303), Information, Marketing and Entrepreneurship (LIS 305), Publishing and Book Trade (LIS 406), Database Design and Management (LIS 409) and Knowledge Management (LIS 410).

Statement of the Problem

The driving force behind entrepreneurial courses in tertiary institutions in Nigeria is to equip individual with skills and knowledge needed to be self-employed and self-reliant by managing small and medium scale enterprises (Moses, Ola-David, Oluwatobi, Olumuywa, Mosunmola, Mayowa & Achuganwu, 2015). Consequently, library and information science schools in Nigerian tertiary institutions integrated entrepreneurial courses into their curriculum with the aim of ensuring that graduates of library schools would become more of job and wealth creators than job seekers. However, to have a holistic achievement of this esteemed

objective of entrepreneurship policy in tertiary institutions, there is need to ensure equality of curriculum content and uniformity in terms of LIS entrepreneurship education in universities in Nigeria.

The business related courses (EEd) offered in library and information science school at the Federal University of Technology, Minna should be what is obtained at LIS schools at Abia State University, Uturu, University of Lagos, University of Uyo, University of Nigeria Nsukka, Michael Okpara University of Agriculture Umudike and Nnamdi Azikiwe University, Awka. There is hardly any empirical evidence showing equality of curriculum content and uniformity in adoption level of LIS entrepreneurship courses amongst LIS Schools in Nigeria. Hence, this is the lacuna this research saw and intends to investigate the analysis of entrepreneurship courses of library and information science school education in Nigeria, using South-East Geo-Political Zone as focal point.

Objectives of the Study

This study did set out to analyze the entrepreneurship courses of library and information science schools in South-East Geo-Political Zone of Nigeria. Specifically, the study seeks to:

- i. To find out the library and information science schools where entrepreneurship courses are available and taught in the South-East Geo-Political Zone of Nigeria;
- ii. establish the various entrepreneurial courses available and taught in the library and information science schools in South-East Geo-political zone;

Research Questions

The following research questions were formulated in line with the objectives of the study:

- i. Which are the library and information science schools where entrepreneurship courses are available and taught in the South-East Geo-Political Zone of Nigeria?
- ii. What are the various entrepreneurship courses available and taught in the library and information science schools in the South-East Geo-Political Zone of Nigeria?

Significance of the study

From the findings of this study, heads of academic institutions, library schools and stakeholders in the educational sector and researchers may be helped to know the best approach to adopt in incorporating entrepreneurship courses to library schools in order to ensure equality in curriculum content and adoption level and yield the desired result of reducing unemployment and producing graduates that are self-reliant and contributes greatly to the over economic growth of the nation.

Literature Review

Issa, M'bashir & Saka (2012) note that the history of library profession in Nigeria is connected with that of library education, since from time immemorial, the need to teach men to be creative and to acquire skills and capabilities necessary for surmounting all kinds of problems in a given discipline had always informed the rise of professional education. Igwe (2015) and Nzotta (1978) note that library and information science education in Nigeria has come a long way. Since the first library school in 1960 at the University College Ibadan, several changes have been witnessed in the society at large and in the library profession in particular.

Library and information science education in Nigeria today cannot be relevant without effective preparation of new generation of librarians to effectively use the new information and communication technology in their professional practices. For the Nigerian library schools to face the challenge of the 21st century, they must incorporate information technology both in the theory and practice in the training of librarians (Edegbo, 2011). Like other professions, the need for the profession of library and information science is borne out of the need to teach men to be creative and to acquire skills and competence necessary for surmounting all kind of problems in the library profession (Ogar, Nkanu & Eyo, 2014).

In Nigeria, Saleh (2012) asserts that LIS education is characterized by one problem or the other, since the establishment of the first two library schools on different professional and philosophical foundations. This gave rise to the

proliferation of many library science programmes in various kinds of institutions resulting in varying professional qualifications, difference in curriculum content and questionable products. Up till today library and information, science schools) still face many challenges in trying to provide appropriate and sustainable solutions for improving curriculum ramifications. For instance, it is obvious that most of the courses offered in LIS schools in Nigeria place high emphasis on print-orientation, print media with very little on post-industrial information and communication technologies (ICTs) among other (Kamba, 2011). Mohammed (2008) avers that libraries and information centres as well as the LIS schools in the developing countries are at cross-roads in their bid to employ the open system model of professionalism, librarianship, library and information science studies and training when their full grip of the classical model is not assured.

Nevertheless, different forms of entrepreneurial courses are offered in the various library schools in Nigeria. For instance in Abia State University, the entrepreneurial courses offered includes Introduction to Publishing (LIS 463), Indexing and Abstracting (LIS 322), Database Management (LIS 351), Printing Preservation and Conservation (LIS 291) and Information Systems and Networks (LIS 381). In Imo State University Library Schools, the entrepreneurial courses include Library Technologies (LBS 453), Indexing and Abstracting (LBS 3140), and Application of Computer (LBS 214). (Handbook of the Department of Library and Information Science).

Remarkably, entrepreneurial courses offered in library schools in state-owned universities seem to differ significantly both in contents and structures. For instance, at the Federal University of Technology Library School, Minna, the entrepreneurial courses include Electronic Publishing Management Systems (LIT 523), Entrepreneurship in Library and Information Science (LIT 525), Computer installation and Management (CPT 519), Public Relations (LIT 516), Software Design and Management (CPT 416), Database Design and Management (CPT 325), Introduction to Publishing and Book Trade (LIT 324), Repackaging of Information (LIT 222), and Data Communication and Networks (CPT). Also, University of Nigeria, Nsukka offers the following entrepreneurial courses in their library school, publishing and book production (LIS 402), Indexing and Abstracting (LIS 411), Contemporary Technology in Libraries (LIS 401), and

Computers and Data Processing (LIS 252). While Nnamdi Azikiwe University offers Preservation and Conservation of Library Materials (LIS 214), Indexing and Abstracting (LIS 303), Information, Marketing and Entrepreneurship (LIS 305), Publishing and Book Trade (LIS 406), Database Design and Management (LIS 409) and Knowledge Management (LIS 410).

More so, most of the library schools examined offer the same entrepreneurial courses in some cases both in content and scheme except that their nomenclature may differ and in some cases two different entrepreneurial courses from two different Library and Information Science Schools are merged as one course in another.

Departmental Handbook for Undergraduate (MOUAU 2014), the entrepreneurial courses offered at Michael Okpara University of Agriculture, Umudike include Infopreneurship (LIS 427), Database Management & Design (LIS 426), Book Trade & Publishing (LIS 426), Website Development and INTERNET Technology (LIS 413), Electronic Publishing (LIS 223), IT Tools and Computer Applications (LIS 217). However, according to National Universities Commission (NUC) (2014) publication on Benchmark Minimum Academic Standards for undergraduate programmes in Nigerian universities with reference to Library and Information Science (LIS), the entrepreneurial courses to required in library schools include Infopreneurship (LIS 413), Book Production and Publishing (LIS 411), Indexing and Abstracting (LIS 403), Information and Communication Technologies in Libraries and Information Centres (LIS 404), Computer and Data Processing (LIS 210).

From the foregoing, it is obvious that entrepreneurship has become an integral components of courses offered in various library schools. Though, these entrepreneurial courses vary according to the different library schools philosophy and orientation, but one thing significant is that the offering of entrepreneurial courses cannot be denied not to be in existence. It is obvious that majority of the entrepreneurial courses offered in the various library schools differ in quantity, this implies that there may be differences in entrepreneurship courses available and taught in university-based library schools in Nigeria.

Research Method

The study work is a research survey which adopted the descriptive design. The population comprised of 300 and 400 level students of library and information science students at Abia State University, Uturu, (ABSU) Imo State University (IMSU), Michael Okpara University of Agriculture Umudike (MOUAU), Nnamdi Azikiwe University, Awka (NAU) and University of Nigeria Nsukka (UNN). The total population of which is 1041. Copies of questionnaire were distributed to the entire population of 1041, and 735 useable copies of questionnaire were retrieved.

Data Presentation and Analysis

R Q 1

Which are the LIS Schools in South-East Geo-Political Zone of Nigeria Where Entrepreneurship Courses are Available and Taught?

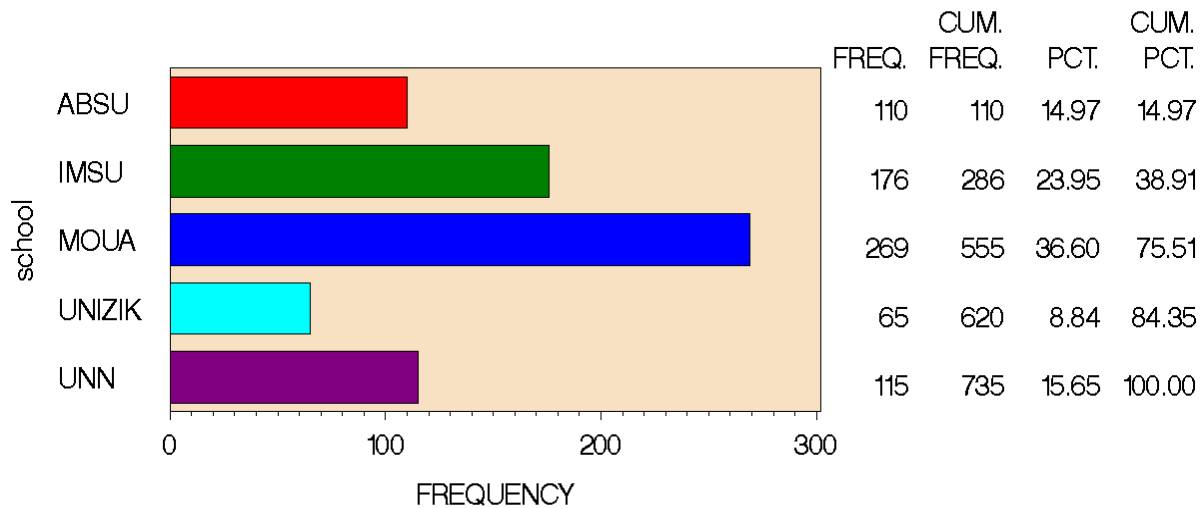


Table 1: Distribution of Respondents by Institutions, Level of Study.

	Frequency	Percentage
Name of Institutions		
Abia State University Uturu (ABSU)	110	14.97
Imo State University (IMSU)	176	23.95
Michael Okpara University of Agriculture (MOUA)	269	36.60
Nnamdi Azikiwe University (NAU) Awka	65	8.84
University of Nigeria Nsukka (UNN)	115	15.65
Total/Overall Percentage	735	71%
Level of Study		
300 Level	355	48.3
400 Level	380	51.7

Total/Overall Percentage	735	71%
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Table 1 show the distribution of respondents according to tertiary institutions of learning that offer entrepreneurial courses in Library and Information Science (LIS) in the South-East Geo-political zone of Nigeria, the respondents by level of study. The highest number of respondents 269 or 36.60% came from Michael Okpara University of Agriculture (MOUA), Umudike. This is followed by Imo State University (IMSU), Owerri, with 176 23.95% respondents, University of Nigeria, Nsukka (UNN), with 115 15.65% respondents, and Abia State University, Uturu (ABSU), with 110 14.97% respondents. The institution with the least number of respondents is Nnamdi Azikiwe University (NAU), Akwa, with 65 8.84% respondents.

R Q 2

What are the various entrepreneurial courses available and taught in the Library and Information Science (LIS) schools in the South-East Geo-political zone of Nigeria?

Table 2: Entrepreneurial Courses Available and Taught in LIS Schools

SN	ENTREPRENEURIAL COURSES	ABSU	MOUA	IMSU	UNIZIK	UNN	COURSE TOTAL	COURSE %
A	Bibliography	Yes	No	Yes	Yes	Yes	4	80%
B	Desktop Publishing / Printing	Yes	No	No	Yes	No	2	40%
C	Book Trade	Yes	Yes	Yes	Yes	No	4	80%
D	Database Management / System Maintenance	Yes	No	Yes	Yes	No	3	60%
E	Indexing and Abstracting	Yes	Yes	Yes	Yes	Yes	5	100%
F	Information Brokering / Marketing of Library Services	Yes	Yes	No	Yes	No	3	60%
G	Information Technology Management	Yes	No	Yes	No	No	2	40%

H	Knowledge Management	Yes	Yes	Yes	Yes	Yes	5	100%
I	Networking and Internet Services	Yes	Yes	Yes	No	No	3	60%
J	Software Development	Yes	Yes	No	No	No	2	40%
K	Web Design and Management	Yes	Yes	No	No	No	2	40%
L	Website Hosting	No	Yes	No	No	No	1	20%
M	Reprographic training (binding, photocopying and machine maintenance)	No	Yes	Yes	No	Yes	3	60%
	INSTITUTION TOTAL	10	9	7	7	4	37	

The table 2 reveals that the entrepreneurial courses that are mostly available and taught in all the LIS schools are Indexing and Abstracting and Knowledge Management. This is followed by Bibliography which is available and taught in 4 of the LIS schools namely ABSU, IMSU, UNIZIK and UNN. Other entrepreneurial courses that are available and taught in 3 and 2 of the LIS schools are Database Management/System maintenance, Information Brokering/Marketing of Library Services, Software Development, Information Technology Management and Networking and Internet Services, these courses mentioned above are mostly available and taught in ABSU and MOUA than IMSU, UNN and UNIZIK. Also, the table reveals that the entrepreneurial course that is least available and taught in only 1 of the LIS schools studied is Website Hosting. This course is only available and taught at Michael Opara University of Agriculture (MOUA), Umudike, Abia State.

Furthermore, table 2 reveals that the institution that offers the highest number of entrepreneurial courses in LIS is Abia State University, Uturu (ABSU), with 10 entrepreneurial courses. This is followed by Michael Opara University of Agriculture (MOUA), Umudike, Abia State with 9 entrepreneurial courses. The next are Imo State University (IMSU), Owerri, Imo State and Nnamdi Azikiwe University (NAU), Akwa, Anambra with 7 entrepreneurial courses each. The institution that offers the least number of entrepreneurial courses in LIS in the South-East Geo-political zone is University of Nigeria, Nsukka (UNN), Enugu State with only 4 entrepreneurial courses. Hence, the findings of this study brings to light that the rate at which Library and Information Science Schools in South-East are adopting entrepreneurship education into their curriculum with the

resultant effect of inculcating into LIS undergraduates entrepreneurship/self-reliant spirit for business ventures is high. Be that as it may, the Librarian Registration Council of Nigeria (LRCN) and Nigerian Library Association (NLA) should ensure equality in curriculum content and uniformity in adoption level of LIS entrepreneurship courses in all the Geo-Political Zones of Nigeria.

Conclusion

There are different entrepreneurial courses available and taught by LIS schools in South East Geo-political Zone to LIS undergraduates for job creation and self-reliant. However, LIS curriculum should be that which ensures equality and uniformity especially in its business related courses with the resultant effect of having Nigerian graduates who can confidently, creatively and innovatively be job and wealth creators and self-reliant.

Recommendation

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

- i. Heads of Library and Information Science departments should ensure that LIS curriculum content is such that is harmonized, where all LIS schools have standard for achieving well equipped graduates for library profession businesses upon graduation.
- ii. Stakeholders in the educational sector, National Association of Library and Information Science Educators (NALISE) and Heads of LIS Departments to create forums where curriculum for LIS entrepreneurship education are harmonized for maximum and holistic achievement of the objectives.

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